

**Developing Movie-Based Tasks in Teaching Listening Skills for
Grade XI Students of SMAN 5 Yogyakarta**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Education**



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**English Education Department
Faculty of Languages and Arts
State University of Yogyakarta**

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APPROVAL SHEET

**DEVELOPING MOVIE-BASED TASKS IN TEACHING LISTENING
SKILLS FOR GRADE XI STUDENTS OF SMAN 5 YOGYAKARTA**

A Thesis



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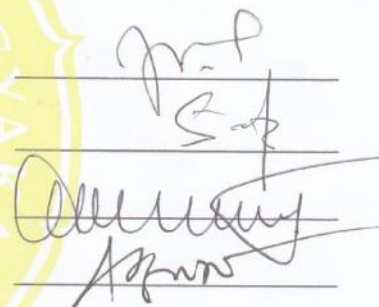
DEVELOPING MOVIE-BASED TASKS IN TEACHING LISTENING SKILLS FOR GRADE XI STUDENTS OF SMAN 5 YOGYAKARTA

A Thesis

Accepted by the Board of Examiners of the Faculty of Languages and Arts
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fulfilled the requirements for the attainment of Degree of *Sarjana*
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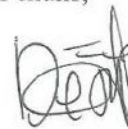
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, July 10, 2013

Penulis,



Desy Indriana

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DEVELOPING MOVIE-BASED TASKS IN TEACHING LISTENING SKILLS FOR GRADE XI STUDENTS OF SMAN 5 YOGYAKARTA

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ABSTRACT

This study concentrates on how to develop tasks by using movies suitable with students' needs for the teaching of listening for the grade XI students of SMAN 5 Yogyakarta in the academic years of 2009/2010. The objective of this study is to develop appropriate tasks by using movies for teaching listening skills for grade XI students of SMAN 5 Yogyakarta in the academic year of 2009/2010.

This study followed the principles of Research and Development (R&D). The steps in this study were conducting needs analysis, developing course grid, developing the first draft of the tasks, implementing the first draft of the tasks, evaluating the first draft of the tasks, revising the first draft of the tasks, and writing the final draft of the tasks. The instruments used in this study were questionnaires. The questionnaires were given in two separate times. The first questionnaire was administered to find out the students' needs toward the English listening skills learning. The second questionnaire was distributed to get the feedback from the students related to the evaluation of the first draft of the tasks.

The developed tasks are divided into three units. Each unit consists of 8 to 9 tasks. The topic of each unit is *Save the Earth* for Unit 1; *The Ocean* for Unit 2; and *Happy Halloween* for Unit 3. Unit 1 talks about global warming in the form of hortatory exposition texts. Unit 2 explores the ocean in the form of report texts. Unit 3 discusses fictional story in the form of narrative. The average score of the respondents' agreement toward the statement in the second questionnaire is 3.42 to 4.24. The scores were in the range of ideal one, i.e. $\bar{x} > 4.2$ (the Very Good category) and $3.4 < \bar{x} < 4.2$ (the Good category). The scores indicate that the developed tasks match the students' needs and interest.

CHAPTER I

INTRODUCTION

A. Background of the Study

It is stated in the School-Based Curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan or KTSP) that the goal of English teaching for high school students especially on the listening skills is that the students are able to understand meaning in the interpersonal and transactional of oral discourse, both formal and informal, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life contexts. In order to achieve the goal, the teaching of all language skills, not to mention listening skills, must be done by using appropriate media, materials, and tasks as well. Teachers are supposed to be able to develop teaching materials and tasks that meet students' needs and interests, and also ones that are in line with the curriculum.

SMAN 5 Yogyakarta also needs to reach the same goal of English teaching. However, it is quite difficult for the teachers to do so as there is a limited number of listening material. The input materials used are mostly in the form of audio-taped which of course is not ideal enough. The students can only listen to the recording without having any context to look at. Meanwhile they are supposed to be able to work out what speakers mean when they use particular words in particular ways on the context, and not simply to

understand the words themselves. Therefore, the listening materials should provide authentic input, the language-in-use, cross-cultural awareness, and motivation to the students. In conclusion, it is more appropriate to use authentic listening materials.

The teacher wants to be able to make use of authentic listening materials in the teaching of listening. There are many authentic listening materials that can be used, for example: television broadcasts, radio broadcasts, news broadcasts, movies, and songs. Movies can be used in the teaching of listening because they are able to provide authentic input, the language-in-use, cross-cultural awareness, and motivation to the students. To use the materials in teaching, the teacher needs to develop appropriate tasks. However, it often becomes problems because of the limited time, the teaching burden that the teacher already has, and also the limited fund.

These problems inspire the researcher to conduct a study on how to develop tasks in teaching the listening skills by making use of widely available and easily accessible movies. The goal of this study is to develop movie-based tasks in teaching listening skills for Grade XI students of SMAN 5 Yogyakarta.

A. Identification of the Problem

There are many problems in conducting the teaching of listening skills. The problems are those related to the students, the teacher, the materials, and the facilities.

The first problem is on the students. The students are the center of the teaching-learning process. Therefore, they must be involved actively in the classroom. The students of SMAN 5 Yogyakarta have quite good achievement in English. However, they seem to have difficulties in mastering listening skills. It happens because they are rarely given authentic listening materials. They are also not involved actively in the teaching and learning process of listening. Most of the time, they only have the chance to listen and answer questions.

The second problem is on the teacher. The teacher wants to be able to implement authentic listening materials in the teaching of listening. There are many authentic listening materials available that can be used, such as television broadcast programs, radio broadcast programs, news broadcasts, movies, songs, etc. In order to use those materials in teaching, the teacher needs to develop appropriate tasks. However, it becomes problems for the teacher because of the limited time, the teaching burden that the teacher already has, and also the limited fund.

The third factor is on the teaching and learning materials. In the teaching of listening, the teacher has to consider whether they need to use authentic materials or non-authentic ones based on the standard of competency and students' needs. The materials should provide authentic inputs, the language-in-use, cross-cultural awareness, and motivation to the students. It is stated that the materials also should be appropriate for the students, meet the students' needs, and in line with the curriculum. However,

in SMAN 5 Yogyakarta, the input materials are mostly in the form of audio-taped as the source of listening teaching. The audio-cassette itself is not appropriate as it does not give any context to look upon. Authentic materials should be introduced in the teaching of listening to the students as they see it in their daily lives. Meanwhile, at the present time, there are already many authentic listening materials that are widely available and can be used in the teaching of listening.

The fourth problem is related to the teaching and learning facilities. The facilities are used to support the teaching and learning process. They can be paper, boards, libraries, audiovisual rooms, or language laboratories. In the teaching of listening skills, teacher can use language laboratory or audiovisual room. However, the teacher rarely uses the facilities especially the audiovisual room to teach listening. The audiovisual room itself can be used to teach listening by using audiovisual materials.

B. Limitation of the Problem

As mentioned in the identification of the problems, there are some problems involved in the teaching of listening. The problems are related to the students, the teacher, materials, and facilities. The researcher focuses the investigation on the teaching materials, specifically authentic materials that can provide good activities for the teaching of listening skills. She considers that this problem is urgent and important. In this research, she chooses movies as the listening teaching materials.

The researcher chooses to develop movie-based tasks in listening teaching because of some reasons. First, at the present time, the concept of task-based language teaching and the use of authentic materials are growing rapidly. Second, movies are authentic and widely available. They provide authentic inputs, language-in-use, and cross-cultural awareness for the students. They can be used in the teaching and learning process by applying appropriate tasks. Third, the teaching of listening skills is still considered as less important than the other skills. However, the students seem to have difficulties in mastering this skill. Fourth, there are still few studies on the listening teaching subject. Therefore, the researcher wants to contribute in the study of listening teaching. The study focuses on developing movie-based tasks in teaching listening skills for Grade XI students of SMAN 5 Yogyakarta.

C. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem is:

“How should good movie-based listening tasks be developed for Grade XI students of SMAN 5 Yogyakarta?”

D. Objective of the Study

The objective of this study is to develop movie-based tasks in teaching the listening skills for Grade XI students of SMAN 5 Yogyakarta.

E. Significances of the Study

The result of this study is expected to give some contributions for the teacher, the students, and other researchers.

The teacher can use the result of this study as inputs in the teaching of listening. It also can be used by other English teachers or material designers as a guideline in developing other listening tasks.

The result of this study can help grade XI students of SMAN 5 Yogyakarta in learning listening skills in more motivating and interesting ways. The use of movies will not only help them to learn listening skills but also build their cross-cultural awareness and know the English-in-use

The result of this study can give other researchers some input for their studies related to listening skills subject, tasks development, and the use of authentic materials in the teaching learning process. It can help other researchers to conduct research on developing tasks in the teaching of other skills by making use of other authentic materials.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The aim of this study is to develop movie-based listening tasks which meet the needs of Grade XI students of SMAN 5 Yogyakarta. In order to lead the research in the right direction, the discussion about task development, movie-based tasks, the consideration of choosing movies in teaching listening, and the teaching of listening skills is given. Five concepts are described concerning task development. They are the task definition, task components, listening tasks, models of task designs and task development. In addition, four concepts are also described concerning the teaching of listening skills. They are the nature of listening skills, types of classroom listening performances, the listening skills in senior high schools, and tasks in listening classes.

A. Literature Review

1. Tasks

In this part of the review, 5 topics are discussed. They are the definition of tasks, components of tasks, listening tasks, models of task designs, and the development of the tasks.

a. The Definition of Tasks

A task is an activity which is carried out as the result of processing the language (i.e. as a response) (Richards in Nunan, 2004: 2), which has the overall purposes of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or

simulation and decision-making (Breen in Nunan, 2004: 3), requiring learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been covered (Ellis in Nunan, 2004: 3). In this definition, processing the language means understanding the language so that the students know what they will do in class rather than in the world outside the classroom. Facilitating language learning means that a task is used by the students to study the language. Processing language pragmatically means that students need to give primary attention to meaning and to make use of their linguistic knowledge to understand the language. Therefore, it will result in language use that bears the resemblance to the way the language is used in the real world, direct or indirect.

In another definition, a task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while learners focus their attention on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2004: 4). It means that pedagogical tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form.

From the definitions above, it can be concluded that task is classroom work done by the students to understand and use the target language similar to the way it is used in the real world. In this study, by a task is meant a piece of classwork that will be varied and arranged in phases from the simple to the more complex one.

a. Tasks Components

There are six elements that make up a task. Those elements are goals, input and procedures, and that these will be supported by the teachers' role, students' role, and settings (Nunan, 2004: 41). This simple model is represented diagrammatically as the following.

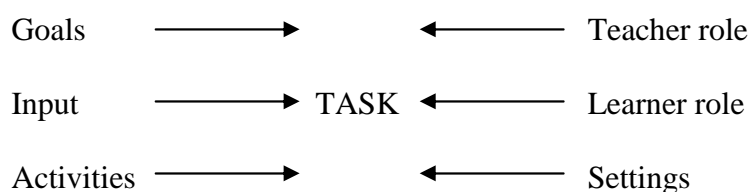


Figure 1. Task Components

1) Goals

Goals are the general intentions behind a learning task. Goals may be related to a range of general outcomes (communicative, affective, or cognitive): not only to language but also to other aspects of the learning process. The most useful goal statements are those that relate to the students not the teacher. Examples of goals are: Students are able to find the main idea, students are able to identify the main idea, students are able to listen for the gist (skimming), and students are able to listen for specific information (scanning).

2) Input

Input refers to the spoken, written, or visual data that the learners work with in the course of completing a task. In order to provide optimal learning opportunities for the students, the combination of authentic, simulated, and specially written materials may be used by the teacher. Input can come from a wide range of sources such as letters (formal and informal) newspaper extracts,

picture stories, telecom accounts, driver's licenses, missing persons' declaration forms, social security forms, business cards, memos, notes, photographs, family trees, drawings, shopping lists, invoices, postcards, hotel brochures, passport photos, swap shop cards, street maps, menus, magazine quizzes, calorie encounters, recipes, extracts for a play, weather forecasts, diaries, bus timetables, notices, board items, housing request forms, star signs, hotel entertainment programs, tennis court booking sheets, extracts from film scripts, high school year books, notes to a friend, UK travel regulations, curriculum vitae, and economic graphs (Hover in Nunan, 2004: 48).

There are two kinds of inputs namely authentic and non-authentic inputs. In order to use authentic tasks, they need to be simplified so it will be easier for the learners to process the language. However, there are values in exposing learners to authentic inputs. Specially written inputs do not adequately prepare learners for the challenge of coping with the language they hear and read in the real world, outside the classroom. Therefore, the tasks that should be used are the combinations of authentic, simulated, and specially written ones.

Below are some offered justifications for the use of real-world input. (Brosnan et al in Nunan, 2004: 51):

First, the language is natural. By simplifying language for teaching purposes (limiting structures, controlling vocabulary, etc) as an input, teacher may risk making the reading task much more difficult for the students. Teacher may even remove clues to meaning. Second, the input should offer the students the chance to deal with small amounts of print. At the same time, it contains complete

and meaningful message. Third, the input should provide students with the opportunity to make use of non-linguistic clues (layout, picture, colors, symbols, the physical setting in which it occurs). Therefore, it will be easier to arrive at meaning from the printed world. Fourth, students need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it. The real-life reading input should be treated realistically to make the connection obvious.

3) Activities

Activities specify what learners will actually do with the input that forms the point of departure for the learning task. There are seven broad communicative activity types (Clark in Nunan, 1989: 67) i.e. problem solving, discussions, searching for specific information, listening to or reading information, giving information in spoken or written forms on the basis of personal experience, listening to or reading or viewing a story or poem, creating imaginative texts. Other types of tasks and activities namely questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, discussions and decisions (Pattison in Nunan, 1989: 68).

4) Teacher role

A teacher role refers to the part that the teachers are expected to play in carrying out learning tasks. The teachers have roles in creating social and interpersonal relationships between the participants as well. To give the learners a more active role in the classroom, a teacher needs to adopt different roles.

Teachers have three main roles in the communicative classroom, namely, as a facilitator, as a participant, and as an observer and learner (Breen and Candlin in Nunan, 2004: 67). Teachers' roles are related to the following issues (Richards and Rodgers in Nunan, 1989: 84): the types of functions teachers are expected to fulfill, the degree of control the teacher has over how learning takes place, the degree to which the teacher is responsible for content, and the interactional patterns that develop between teachers and learners. A teacher needs to balance the role she feels appropriate to use with the role demanded by the students.

5) Learner role

A learner role refers to the part that the learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The ability of the learner to identify his preferred learning style and reflect on his own learning strategies and process makes him a better learner. There is a wide variety of learner roles which is possible in the language class (Richards and Rodgers in Nunan, 1989: 80): the learner is the passive recipient of outside stimuli, the learner is an interactor and negotiator who is capable of giving as well as taking, the learner is a listener and performer who has little control over the content of learning, the learner is involved in a social activity and the social and interpersonal roles of the learner cannot be divorced from psychological learning process, the learner must take responsibility for their own learning, developing autonomy and skills in learning-how-to-learn. Therefore the learners act as a listener, performer, participant, interactor, and negotiator.

6) Settings

Settings refer to the classroom arrangements specified or implied in the task. It requires considerations of whether the task is to be implemented wholly or partly outside the classroom. It is useful to distinguish between ‘mode’ and ‘environment’ in considering settings for task-based learning. A learning ‘mode’ refers to whether the learner is operating on an individual or a group basis. ‘Environment’ refers to where the learning actually takes place. Therefore, the learners need to do the task in both ways, individually or in groups depending on the goal of each task.

b. Listening Tasks

There are many different ways in classifying listening tasks. They can be classified based on the role of the learners (reciprocal or nonreciprocal listening), the types of strategy demanded of the listener, and the focus of the task (on linguistic skills or on the content of the material).

1) Reciprocal versus nonreciprocal listening

There are two types of listening tasks based on the role of the learners namely reciprocal and nonreciprocal listening (Nunan, 1999: 216). Reciprocal listening involves dialogues in which the role of an individual alternates between the listener and the speaker. The example of reciprocal listening is a student acting as a listener and speaker.

Nonreciprocal listening involves listening to monologues. The example of nonreciprocal listening is students listen to conversations between two

or more speakers, but they do not take part in the conversation themselves. Nonreciprocal tasks can draw on a rich variety of authentic data. For example: answering machine messages, store announcements, or announcements on public transportation.

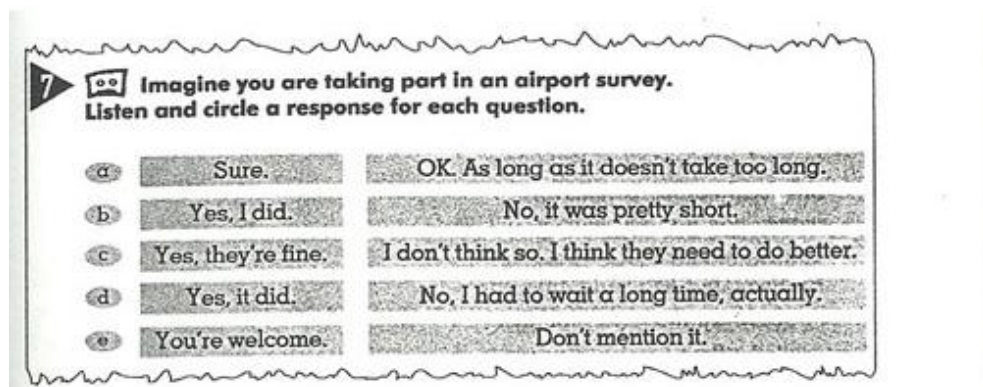


Figure 2. Example of Nonreciprocal Listening

2) Types of listening strategies demanded of the listener

There are some types of listening strategies (Nunan, 1999: 219). The first strategy is listening for the gist. Here are some examples of listening for gist questions: Is the speaker describing a vacation or a day in the office?; Is the radio report about news or weather?. The second strategy is listening for purposes, the examples are: Are the speakers making a reservation or ordering food?; Is the speaker agreeing or disagreeing with the suggestion?. The third strategy is listening for main idea, here are the questions example: Why is the speaker asking the man questions?; Did the speaker like or dislike the movie?. The fourth strategy is listening for inference, for example: What are the speakers implying by what they said?. The fifth strategy is listening for specific information, for example: How much did they say the tickets cost?; did the speaker's husband say he picked

up the kids?; Why did the speaker say he was studying Chinese?; Where did she say the meeting was being held?. The sixth strategy is listening for phonemic distinctions, for example: Did the speaker say first or fourth?; Did the speakers say they can or can't come to the party?. The seventh strategy is listening for tone/pitch to identify speaker's attitude, for example: Did the speaker enjoy the wedding or not?; Is the speaker surprised or not?. The last strategy is listening for stress, for example: What is more important, where he bought the watch or when?.

3) Focus on linguistic skills vs. focus on the processing of content

There is a basic distinction that can be made between tasks that focus on aspects of the linguistic system, pronunciation, grammar, and discourse and those that focus on the processing of content. With tasks focusing on pronunciation, a distinction is usually drawn between segmental tasks, focusing on discrete sounds, and those that focus on the suprasegmental features of stress, rhythm, intonation, morpheme, syntax, and discourse levels. These tasks focus at segmental level, requiring students to distinguish between minimal pair contrasts..

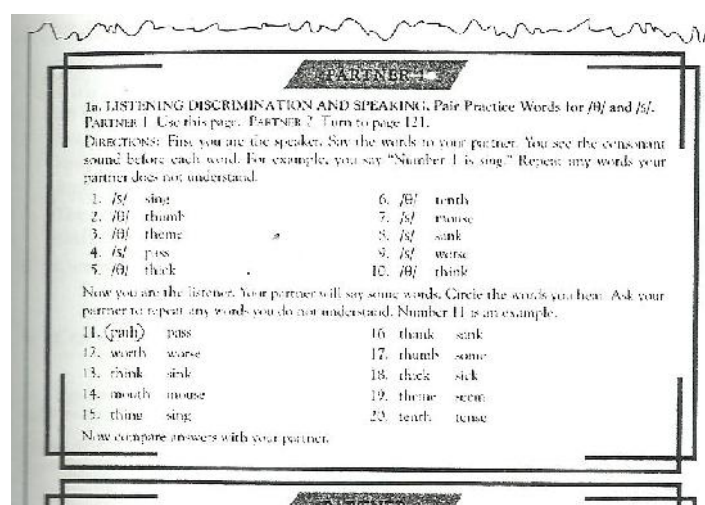


Figure 3. Example of Segmental and Suprasegmental Task

In this task, the students are expected to work in pairs and take turns in first, pronouncing the words and then second, taking turn to decide which word is said by the partner.

PARTNER 2

18. LISTENING DISCRIMINATION AND SPEAKING. Pair Practice Words for /θ/ and /s/.
PARTNER 2. Use this page. PARTNER 1. Turn to page 111.

DIRECTIONS: First you are the listener. Your partner will say some words. Circle the words you hear. Ask your partner to repeat any words you do not understand. Number 1 is an example.

1. thing <u>sing</u>	6. tenth tense
2. thumb some	7. mouth mouse
3. theme seem	8. thank sink
4. path pass	9. worth worse
5. thick sick	10. think sink

Now you are the speaker. Say the words to your partner. You see the consonant sound before each word. For example, you say "Number 11 is path." Repeat any words your partner does not understand.

11. /θ/ path	16. /θ/ thank
12. /s/ worse	17. /s/ some
13. /s/ sink	18. /s/ sick
14. /θ/ mouth	19. /s/ seem
15. /θ/ thing	20. /θ/ tenth

Now compare answers with your partner.

Figure 4. Example of Segmental and Suprasegmental Task

1. LISTENING DISCRIMINATION.

DIRECTIONS: Listen to the wh- questions. Circle the letter of the intonation you hear.

EXAMPLE:
What are you doing? a. b.

1. How are you feeling?	a.	b.
2. Where's the station?	a.	b.
3. Who asked the question?	a.	b.
4. Why can't they answer?	a.	b.
5. When does it finish?	a.	b.
6. Why don't we listen?	a.	b.
7. Who's in the kitchen?	a.	b.
8. How can I manage?	a.	b.

Figure 5. Example of Segmental and Suprasegmental Task

In figure 4 task, the students are expected to work in pairs and first, take turns to decide which word is said by the partner and then the second take turns in pronouncing the words. While in figure 5 task, the students are expected to listen to a recording and then choose which one is the correct intonation they

hear. Meanwhile, segmental features of language deal with isolated, individual sounds in the language such as phonemes and phonemic distinctions and how these signal semantic distinctions. Suprasegmental features focus on the aspect of the language, such as the speaker's attitude and the information focus within the text.

c. Developing the Tasks

Task development refers to anything which is done by writers, teacher or learners to provide sources of language input and to promote language learning (Tomlinson, 1998: 2). It is made to provide input in principled ways to teach language effectively. There are various different models of the process of designing a task.

The sequence of task design used by the researcher is the one recommended by Borg and Gall (2003: 571) as follows:

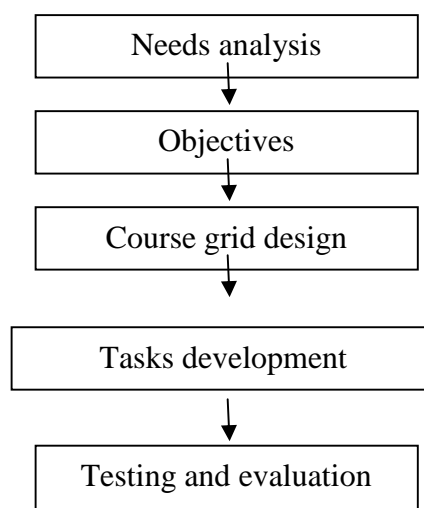


Figure 6. Model of Task Design

1) Needs analysis

It is the process to find out and describe learners' needs in the learning process; the target needs and the learning needs. Target needs answer the question on what knowledge and abilities the learners will require in order to be able to perform to the required degree of competence in the target situation (Hutchinson and Waters, 1987: 60). Therefore, the starting point (lacks), the destination (necessities), and the destination-should-be (wants) should be considered. Those include the information on what learners have to know in order to function effectively in the target situation (necessities), what the learners know already so that the necessities that the learners' lacks can be identified (lacks), and the learners' view as to what their needs are (wants). Learning needs answer the question on how learners learn to do what they do with the language. It is to find out how to go from the starting point of learning to the destination. Knowing the subject lesson itself is not enough because the tasks that are going to be learnt should be enjoyable, fulfilling, manageable, and also generative. Therefore there is the need to consider the conditions of the learning situation, the learners' knowledge, skills, and strategies, and also the learners' motivation for learning.

Needs analysis also identifies and describes the learners' characteristics such as their social cultural and education background. Therefore, the purposes of need analysis are (Linse in Richards, 2001: 52) the first, to find out what language skills a learner needs in order to perform a particular role. The second is to determine which students from a group are most in need of training in particular language skills. The other purpose is to identify a gap between what students are

able to do and what they need to be able to do. The last purpose is to collect information about a particular problem learners are experiencing.

There are some procedures to gather the information about learners namely questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information (Richards, 2001: 62).

2) Objective

It includes the knowledge, skills, and values that learners need to develop. Goals statements reflect the ideology of the curriculum and show how the curriculum will seek to realize it. The purposes of goals are (Richards, 2001: 122) to provide a clear definition of the purposes of a task, to provide guidelines for teachers, learners, and materials writers, to help provide focus for instruction, to describe important and realizable changes in learning.

An objective refers to a statement of specific changes a program seeks to bring about and results from an analysis of the goal into its different components. Meanwhile, the characteristics of objectives are (Richards, 2001: 123): describing what the goal seeks to achieve in terms of smallest units of learning, providing a basis for the organization of teaching activities, and describing learning in terms of observable behaviour or performance.

3) Course-grid design

A course grid or syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and

content (Richards, 2001: 152). There are some types of syllabus namely situational syllabus that organizes around different situations and the oral skills needed in those situations. Then, topical syllabus that organizes around different topics and how to talk about them in English. Also functional syllabus which organizes around the functions most commonly needed in speaking. The last one is task-based syllabus which organizes around different tasks and activities that the learners would carry out in English

There are some reasons why a designer needs a syllabus in the material design process (Hutchinson and Waters, 1987: 83). The first is that language is a complex unity and cannot be learnt instantly. It needs to be broken down from the complex units into manageable ones. Then, a syllabus gives moral support to the teacher and students, i.e. it makes the language learning task appear manageable. Next, it shows that there are some considerations and plannings in developing a course. The fourth, it gives guidance to the teacher and students to know what and how they are going to learn. Next, it is an implicit statement of views on the nature of language and learning, i.e. what is going to be learnt and why it is to be learnt. Then, it provides a set of criteria for materials selection and writing. Next, a syllabus is one way in which standardization (the equality within an education system) is achieved. The last one is that it provides a visible basis for testing.

4) Tasks Development

Task design should take into consideration the following elements (Shavelson and Stern in Nunan, 1989: 47). The elements are namely content (the subject matter to be taught), the materials (the things that learners can observe/manipulate), the activities (the things the learners and teacher will be doing during the lesson), the goals (the teachers' general aim for the task), the students (their abilities, needs and interests are important), and the social community (the class as a whole and its sense of "groupness").

Further, the simple model of task will include the components of task, namely goals, inputs, activities, teachers and learners' roles, and setting (Nunan, 2004: 41).

A framework for analysing tasks is showed by the following figure.

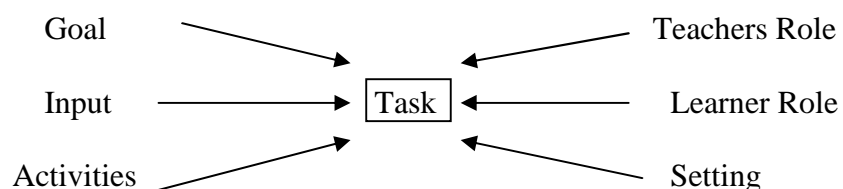


Figure 7: Nunan's Framework for Analyzing Communicative Task

Here is the explanation for each part of the figure. The first one is goals which underpin the teaching program. The second one is input that refers to anything that can be used as the materials for teaching. The third one is activities that will guide what learners will actually do with the input for the learning tasks. The fourth is teachers' roles that have three main roles in the communicative classroom, namely, as the facilitator, a participant, and the third is to act as an observer and learner (Breen and Candlin in Nunan, 2004: 67). The fifth is

learners' roles that are closely related to the functions and status of the teacher. The last one is settings which refer to the classroom arrangement specified or implied in the task. It also requires considerations of whether the task is to be implemented wholly or partly in the classroom.

5) Testing and Evaluation

Evaluation seeks to answer the questions on to what extent the tasks are effective and efficient in meeting its goals and on what ways the tasks can be improved.

Here is a procedure for conducting a task evaluation (Ellis in Tomlinson, 1998: 227):

Step 1. Describing the task

The task is clearly described by specifying the content and the objectives of the tasks.

Step 2. Planning the evaluation

There should be prior planning that is needed to be done on how the task will be evaluated. It will give advantages on the choice and the design of task.

Step 3. Collecting information

A task evaluation will need to consider three types of information. They are information about how the task was implemented, information about what learning took place as a result of implementing the task and

information dealing with the teachers' and students' opinion about the task.

Step 4. Analyzing the collected information

The data evaluation techniques that the evaluator used in this step is decided, whether it is a quantitative or a qualitative analysis. A quantitative analysis involves the use of numbers. Meanwhile, a qualitative analysis involves a more holistic approach.

Step 5. Conclusion and recommendation

In this step, the conclusion concerns what has been discovered as the result of the analysis, whereas the recommendation relates to the proposal for future teaching. It covers some issues as what changes need to be made to the task and what kinds of follow-up work are needed with the learners.

1. Movie-based Tasks

Movie-based tasks are tasks that are mainly based on the use of the movie as the input of learning. The use of the authentic input is encouraged in the teaching of English. There are many available authentic inputs that can be used by the teacher to introduce the real life language use. It will help the students in experiencing and understanding it better. There are many types of authentic inputs, for example the audio, visual or audio-visual inputs. Specifically, audio or audio-visual inputs can be used in the teaching of listening. In order to provide students with rich example of the real life language use, the audio-visual inputs are chosen. In the research movies are chosen as the main input in the listening

tasks. In this sub-topic, the definition and the use of movies in language teaching will be discussed.

a. The Definition of Movie-Based tasks

A movie is record of moving pictures to be shown on television or at the cinema (Hornby, 1995: 434). Meanwhile a movie-based task is classroom work done by the students to understand and use the target language similar to the way it is used in the real world which mainly uses movies as its main media in learning the language (Nunan, 2004: 4). In relation to the concept of pedagogical tasks, the use of movies has strengthened some task principles and practices. The first principle is a needs-based approach in content selection. The second is an emphasis on learning to communicate through interaction in the target language. The third is the introduction of authentic inputs in the learning situation. The fourth is the provision of opportunities for learners to focus, not only on the language but also on the learning process itself. The fifth is an enhancement of the learner's own personal experiences as important contributing elements to classroom learning. The sixth is the linking of classroom language learning with language use outside the classroom. (Nunan, 1989: 41)

b. The Use of Movies in Language Teaching

Movies have been used as a common feature in language teaching for many years. The first reason is that because they will see language in use (Harmer, 2001: 282). They will be able to see a lot of paralinguistic behavior, for example how intonation matches facial expression and they can also see some

range of cross-cultural clues. Movies also give the students an entry into wider range of world communication. It can be used as either the main focus of a lesson or as parts of the lesson.

There are many reasons why movies can add extra benefits to the language learning experience (Harmer, 2001: 282). The first is seeing language in use. The learners can listen and also see the language in use. It helps learners in comprehending it because they will be able to understand the general meaning through expression, gestures and other visual clues. Then, movie provides learners with cross-cultural awareness. Here the use of movie will provide the learners the chance to see the people of the target language speak and behave in expressing ideas or feelings. The learners will also be able to see what the people of other countries eat or wear. Next, films give the learners the power of creation. By making use video camera, the learners will be able to be more creative and use the target language communicatively through video-making tasks. The last but not least benefit is that films are able to build learners' motivation. When they are given the chance to see and listen to language in use their motivation will increase. It might be increased by providing them with interesting tasks.

There are mainly three types of video which can be used in the classroom. They are the off-air programs, 'real-world' videos, and language learning videos. The off-air programs are programs recorded from television. Real-world videos are for examples films, wildlife documentary, or comedy. The choice of movie can be based on how engaging and comprehensible it is. The last type is language learning videos. They are intended for the teaching of language. Therefore they

might be inauthentic even though they are comprehensible, appeal learners' topic of interest, and have multi function.

Since movies are usually associated with relaxation, the teacher needs to make sure to provide it with good viewing and listening tasks. Therefore, the students will give full attention while they are viewing and listening. There are some viewing techniques that can be applied (Harmer, 2001: 286):

- 1) Fast forward: the sequence of the movie past silently and in great speed, teacher give the students the chance to predict what it is about and guess what the characters are saying.
- 2) Silent viewing (for language): the teacher plays the movie in a normal speed but without sound, the students are asked to guess what the characters say.
- 3) Silent viewing (for music): the teacher plays the movie without sound and asks the students to guess what music is used.
- 4) Freeze frames: teacher plays the movie and then stops it, the students are asked to guess what will happen next.
- 5) Partial viewing: the teacher covers half of the screen so the students will have to guess what happen on the other side of the screen on the movie.
- 6) Pictureless listening (language): the teacher plays the movie but cover the screen, so the students can only hear the sound. They are asked to guess the settings and the participants of the conversation.
- 7) Pictureless listening (music): teacher plays the movie but the students can only hear the music. They will be asked to predict what kind of scene it accompanies and the setting.
- 8) Pictureless listening (sound effect): the students listen to the sound of a scene without any dialogue, then they are asked to tell what might happen in the movie.
- 9) Picture or speech: the students are divided into two, the first will see the movie and the other will not. The students who see the movie are asked to describe about it to those who don't see it.
- 10) Subtitles: one way to help students to listen to authentic materials is by allowing them to use the subtitles to help them.

2. The Considerations on Movie Selection in Teaching Listening Skills

In order to apply movie in the teaching of listening skills, the teacher needs to consider several aspects. Those aspects on the selection of the movie are

related to students' needs and learning needs as well (Susan Stempleski in Richards, 2002: 364). Besides, the teacher also has to consider the component of tasks namely goal, input, activities, teacher role, learner role, and setting. (Nunan, 2004: 41)

The teacher has to consider the students' needs and learning needs in choosing a movie. The aim is to choose a suitable movie that fits the needs of the students and the learning needs as well. In relation to students' needs, the teacher has to consider the students' interest in choosing certain movie in teaching listening. It covers the topic of the movie the students want to learn, the kind of activities the students wish to do, and their learning goal. Meanwhile, in relation to the learning needs in developing appropriate tasks, the teacher needs to integrate the input with the curriculum. Therefore, in selecting a movie, the teacher needs to find a movie which fits the aim of the curriculum goal. The other aspects that need to be considered are the length of the movie. The teacher needs to consider the teaching learning allocation time with the duration of the movie whether the class can use long-duration movies or the short ones.

In relation to tasks components, the teacher needs to consider those components in choosing a movie. The first is the goal of teaching listening in choosing a movie. The goal is stated in the curriculum. The other aspect is related to the input. It means selecting what kind of movie is suitable for the class by considering the length, the level of language difficulty in relation to the level of the students, and the suitability of the movie topic to the goal. The teacher also has to consider the activities that will be applied. The sequence of listening tasks

namely pre-listening stage, while-listening stage and post-listening stage must be determined. It concerns on how the movie will fit the activity of each stage. The activities also have to be sequenced well ranging from the easy one to the more difficult one. The roles of the teacher and the students also have to be considered. It has to be made clear on what kind of roles the teacher and the students must do during the class. Finally, the teacher has to consider the setting of the tasks. It is related to the class the teaching will be held in. Teacher has to see whether the class can be done in regular classroom, audio-visual room, language laboratory or other rooms. The other aspect is in how the activities need to be completed. Teacher has to consider whether the students need to do the activities individually, in pair, or in group.

3. The Teaching of Listening Skills

Listening skills are rarely given priority in language class although its comprehension is at the core of foreign language teaching. The researcher develops appropriate approaches in the teaching of listening skills by relating to the subtopic about the nature of listening skills, types of classroom listening performances, the listening skills in senior high schools, and tasks in listening class.

a. The Nature of Listening Skills

Exposure to language is fundamental requirement for the learners wanting to learn it. (Harmer, 2004: 98). Listening to appropriate tapes provides needed exposure where learners get important information related to grammar and

vocabulary and also the pronunciation, rhythm, intonation, pitch and stress. Therefore, listening is vital in the language classroom because it provides input for the learner (Rost in Nunan, 1999: 200). By understanding the input, learning can begin. There are three important reasons for emphasizing listening and they demonstrate the importance of listening to the development of spoken language proficiency:

- 1) Spoken language provides a means of interaction for the learner. Learners have to interact to achieve understanding; therefore access to speakers of the language is essential. Learners' failure to understand the language they hear is a matter of force, not an obstacle, to interaction and learning.
- 2) Authentic spoken language presents a challenge for the learners to attempt to understand language as native speakers actually use it in real life.
- 3) Listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction pattern) in the language.

There are many different types of listening according to a number of variables, like the listening purpose, the role of the listener, and the type of text being listened to (Nunan, 1999: 204). The variables can be modified to give many configurations. Listening texts can be classified in many ways. For example monologues and dialogues. Meanwhile, the listening purpose is also another important variable. In designing listening tasks, it is important to teach the learners to apply a flexible range of listening strategies. It can be done by getting the learners to listen to the same input for several times and follow different instructions each time. Another way in characterizing listening is whether the learner is required to take part in the interaction or not. It is known as reciprocal and non-reciprocal listening.

There are two views of listening namely bottom-up processing and the top-down interpretation view. Bottom-up processing assumes that listening is a process of decoding the sounds that someone hears in a linear way from the smallest meaningful units to complete texts. Top-down view suggests that listeners actively construct the original meaning of the speaker using incoming sounds as clues. Here, the listeners use prior knowledge of the context and situation within which the listening takes place to make sense of what they hear. Context and situation include the knowledge on the topic, the speakers, and the relationship to the situation. It is important to teach not only bottom-up processing skills but also the top-down interpretation view skills (Brown, 2001: 260).

a. Types of Classroom Listening Performances

There are several kinds of listening performance, meaning what the learners do in a listening technique, namely reactive, intensive, responsive, selective, extensive, and interactive (Brown, 2001: 255). In the reactive type, learners only need little meaningful processing. They do not have to generate meaning. For example they are asked to do individual drills on pronunciation. In the intensive technique, learners need to focus on certain elements of spoken language. Therefore they need the bottom-up skills. As in the responsive technique, learners need to understand the teacher's talk and response appropriately. When the learners are listening to longer text, they need to scan it to find certain information. So they are able to find important information. In the extensive technique, learners need to use other interactive skills such as note-taking and

discussion to get full comprehension of the text. Here they also need to apply a top-down processing of the language. Learners must use interactive technique by actively participating in discussions, debates, conversations, role-plays, and other pair and group work.

b. The Listening Skills in Senior High Schools

In the listening classroom, teachers need to give learners some degrees of control over the content of the lesson and to personalize content so learners are able to bring something of themselves to the task. A learner-centered dimension can be applied to the listening class in two ways (Nunan in Richards, 2002: 240). The first one is by devising the tasks to be centered on the learners. Therefore, learners are actively involved in structuring and restructuring their understanding of the language and in building their skills in using the language. Then, the teaching materials can be given a learner-centered dimension by getting the learners to be involved in the process underlying their learning and in making active contributions to the learning. It can be achieved through the following ways:

- 1) making instructional goals explicit to the learners
- 2) giving the learners a degree of choice
- 3) giving the learners opportunities to bring their own background knowledge and experience to the classroom
- 4) encouraging the learners to develop a reflective attitude to learning and to develop skills in self-monitoring and self-assessment

By adopting a learner-centered strategy and equipping learners with a wide range of learning strategies, learners will be able to be better listeners and effective language learners. The key strategies that can be taught in the listening classroom are selective listening, listening for different purposes, predicting,

progressive structuring, inferencing, and personalizing. They should not be separated from the content of the teaching but integrated in it so the learners can see the applications of the strategies to the development of effective learning. An effective listening course is characterized by the following features (Mendelshon in Richards, 2002: 241):

- 1) The materials should be based on a wide range of authentic texts.
- 2) Schema-building tasks should precede the listening.
- 3) Strategies for effective listening should be incorporated into the materials.
- 4) Learners should be given opportunities to structure their listening by listening to a text several times and by working through increasingly challenging listening tasks.
- 5) The task should include opportunities for the learners to play an active role in their own learning.
- 6) Content should be personalized.

c. Tasks in Listening Class

The design of a task-based lesson involves consideration of the stages of a lesson that has a task as its principal component. These stages reflect the teaching of a task-based lesson.

Table 1. A framework for designing task-based lessons (Ellis, 2000: 19)

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"> * Framing the activity (e.g. establishing the task outcome) * Planning time * Doing a similar task
B. During task	<ul style="list-style-type: none"> * Time pressure * Number of participants
C. Post-task	<ul style="list-style-type: none"> * Learner report * Consciousness-raising * Repeat task

The first phase is ‘pre-task’ and concerns the various activities that teachers and students can do before they start the task. The second phase is the ‘during task’. It centers on the task itself and provides various instructional options, including whether students are required to operate under time-pressure or not. The final phase is ‘post-task’ and involves procedures for following-up on the task performance.

The first is the pre-task phase. The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. The pre-task can also be conducted through interaction of the question-and-answer type (Prabhu in Ellis, 2000: 22). The teacher is expected to lead the class step-by-step to the expected outcome, to break down a step into smaller steps if the learners meet difficulty and to offer one or more ways to help the learners in understanding what is required. There are mainly four ways that can be done in this stage: (1) supporting learners in performing a task similar to the task they will perform during task phase of the lesson, (2) asking students to observe a model of how to perform the task (3) engaging learners in non-task activities designed to prepare them to perform the task or (4) strategic planning of the main task performance.

The second is the during-task phase. There are mainly two options that can be done by teachers during this phase. First, there are many options related to how the task will be done that can be selected in relation to the actual performance of the task and planned by the teacher. These will be called ‘task-performance

options’. Second, there are a number of ‘process options’ that involve the teacher and students in deciding how to perform the task as it is being completed.

The third is the post-task phase. The post-task phase includes a number of options. There are three major goals; (1) to provide an opportunity for repeating performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

A listening lesson often has three parts: pre-listening, listening, and post-listening. This is the format of a good listening lesson (Field in Richards, 2002: 245):

Table 2. Format of a Good Listening Lesson

A. Pre-listening
Set context. Create motivation.
B. Listening
Extensive listening (followed by questions on context, attitude)
Preset task/Preset questions
Intensive listening
Checking answers
C. Post-listening
Examining functional language
Inferring vocabulary meaning

On the three stages, there are many activities that can be applied by teachers (Davis in Ellis, 2000: 78). In the pre-listening stage, the teacher needs to provide the learners with some critical words which will help them in understanding the listening texts. Here is the introduction to the topic and help the learners in achieving the balance between top-down and bottom-up processing. There are

many kinds of pre-listening activities that can be applied like discuss a relevant picture, discuss relevant experiences, associate ideas with the topic, associate vocabulary with the topic, predict information, or write questions about the topic. This stage is used to provide sufficient context to match the ones available in real life and to create learners' motivation.

In the while-listening stage, the learners might need to use extensive and intensive listening. They must listen for a purpose, whether to get specific information or for a general meaning. They also have to comprehend the text. It can be seen by giving them comprehension check through presetting comprehension questions. Learners also have to do something with the information they get from the text like labeling, selecting, drawing, form filling, and completing a grid. The other activities that can be done in this stage are for example identifying the exact topic/an aspect of it, note-taking two to four pieces of information, answering questions, completing sentences, or completing a table, map or picture.

In the post-listening stage, it may be simple like checking the answers of comprehension questions. They can also talk about their own experiences or ideas by using the listening text as the example. The other options are giving opinions, relating similar experiences, doing a role-play, writing a brief report, writing a similar text, or debating the topic.

B. Relevant Studies

A study by Masoud Bahrami showed that task-based activities (four specific types of tasks: matching, form-filling, labeling, and selecting) improved the listening ability in students of English as a foreign language.

Other research by Anna Ching-Shyang Chang, it reported that all students, regardless of their listening proficiency, favor some strategies. Students' listening performance had a strong correlation with the strategy used before the test-taking phase. Based on students' reported strategies it was found that a) students were able to adjust their strategy use according to the change in task conditions, b) the same strategy may be used in different ways and for different purposes by different levels of students, c) some strategies are interrelated and are used concurrently, and d) test-taking strategy involves multiple dimensions, making it difficult to tease out one factor from another.

C. Conceptual Framework

Senior high school students must be able to reach the goal of the English teaching learning process as stated in the curriculum (KTSP). The skills that should be mastered cover reading, writing, listening, and speaking skills. One of the skills that the students still lack is listening. It often becomes problems as the students themselves mostly only get a few chances to use authentic listening input in the classroom. SMAN 5 Yogyakarta as a senior high school also has the same case. The limited number of available authentic listening tasks, the limited

time the teacher has, and the limited time; those three main factors hinder the authentic listening tasks development.

Task-based material is an approach in language learning that has been applied by many. It is an approach to language learning that views the task that learners do as the central to the learning process. Tomlinson (1998) stated that tasks designed around a series of authentic tasks give learners experience of using the language in ways in which it is used in the 'real world' outside the classroom. Therefore, the students are asked to communicate with each other in the target language and the focus of the lesson is the task itself, not the structure of the language.

Developing English listening movie-based tasks can be a solution to solve the problem in teaching and learning English in SMAN 5 Yogyakarta. The teacher can make use the inputs selected from any sources and design the interesting and challenging material in the form of 'real world' tasks. The teacher should also put into consideration that a task will be considered effective when it is feasible, using the appropriate language level, and enhancing the students' motivation.

It can be concluded that developing movie-based listening tasks can be a good way to improve the quality of English listening teaching and learning for SMAN 5 Yogyakarta. Therefore, the researcher chooses to focus in developing appropriate movie-based listening tasks in SMAN 5 Yogyakarta, specifically for grade XI. The task development process consists of four steps; the needs analysis,

the development of the tasks, the implementation of the developed tasks, and the evaluation and revision of the implemented tasks.

D. Research Questions

To guide the research, five research questions are made as the guideline of the research. The questions are related to the needs of the students, the course grid of the tasks, the tasks development, the implementation of the developed tasks, and the evaluation and revision of the implemented tasks. The research questions are 1) How to analyze the needs of the students?, 2) How to make the course grid of the tasks?, 3) How to design the tasks?, 4) How to try out the tasks?, and 5) How to evaluate and revise the tasks?

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study is categorized into the Research and Development (R & D) type of study. It adopted Dick and Carey's R & D systems approach model (1978) and Masuhara's course design procedures (1999). In the study, the researcher studies research findings pertinent to the product to be developed, develops the product based on these findings, field tests it in the setting where it will be used eventually, and revises it to correct the deficiencies found in the field-testing stage (Borg, Gall, and Gall, 1983: 772). In the process, the researcher conducts the needs analysis, specifies the goals and objectives, designs the course grid, chooses the methodology and then tests and evaluates the course (Masuhara in Tomlinson, 1998: 147). Specifically, the researcher collects information, writes the course grid (goals, objectives, syllabus), develops the first draft of the tasks, implements the tasks, evaluates and revises the tasks, and writes the final draft of the tasks. The product of the study was movie-based tasks in teaching listening skills for grade XI students of SMAN 5 Yogyakarta.

B. Setting of the Research

The study was conducted in SMUN 5 Yogyakarta. The school is located at Jl. Nyi Pembayun 39, Kotagede, Yogyakarta. There is only a limited activity for the listening session. The teacher usually asks students to listen to a recording and

answers questions. Once in a while the teacher also provides the students with movie watching although it is more like for refreshment. The school has a listening laboratory which is rarely used.

A. Subjects of the Research

The subjects of the study were Grade XI students of SMAN 5 Yogyakarta in the academic year 2009/2010. There are 280 students. They are distributed into 7 classes; 4 science classes and 3 social classes. There are 40 students in each classroom. The age of the grade XI students ranges from 15 to 17 years old. The students come from different social backgrounds.

Since it was not possible to study all of the students, the researcher took the sample to be observed. She and the teacher agreed on choosing three classes, i.e. XI science 1, XI science 3, and XI social 3. They were chosen due to their similar achievement and teacher's suggestion.

B. Instruments Development

The researcher used questionnaires to do needs analysis to develop listening tasks and to find whether the tasks developed are suitable or not by eliciting responses from the participants.

The first questionnaire was used to find out the students' needs and also students' opinions and suggestions on the quality of the developed tasks. The organization of the questionnaire is presented in the table below.

Table 3. The Organization of the First Questionnaire (for needs analysis)

No.	The Purpose of the Question	Item number
1.	to find out the information concerning the goals of teaching listening for the second semester of the eleventh-grade that need to be developed based on the students' needs	1
2.	to find out the input on listening tasks that the students like most	2
3.	to find out the authenticity of the input of listening tasks that the students like most	3
4.	to find out the topics of the listening class the students like most	4
5.	to find out what kinds of listening tasks the students like most	5
6.	to find out the pre-listening activities of the listening class the students want	6
7.	to find out the whilst-listening activities of the listening class the students want	7
8.	to find out the post-listening activities of the listening class the students want	8
9.	to find out the teacher's roles that the students like most in the teaching of listening	9
10.	to find out the students' roles in the listening tasks that the students like most	10
11.	to find out the setting of listening tasks that the students like most	11
12.	to find out the difficulties that the students face in completing listening tasks	12
13.	to find out what the students want from the teacher when they have difficulties in completing the listening tasks	13

Table 4. The Organization of the Second Questionnaire (evaluation)

No.	Aspect of tasks	The Purpose of the Question	Item number	Number of Item
1.	Goals	to find some information whether the developed tasks meet the students' needs	1, 2, 3, 4, 5,	5
2.	Topics	to find some information whether the topics in the listening tasks concern the students' needs	6	1
3.	Inputs	to find some information about the inputs concerning the listening tasks	7, 8	2
4.	Activities	to find some information about the listening activities (the pre-listening, while-listening, and post-listening activities) and their relationship with students' needs	9, 10, 11, 12, 13, 14, 15	7
5.	Teacher roles	to find some information about the teacher's role in the listening tasks	16, 17	2
6.	Students roles	to find some information about the students' role in the developed listening tasks	18, 19, 20	3
7.	Setting	to find some information about the setting of the developed listening tasks	21, 22	2
8.	Instructions	to find some information about the instructions in the developed listening tasks	23	1
9.	The layout	to find some information about students' opinion on the appearance of the developed listening tasks	24	1
10.	Outcome	to find some information about the impact of the tasks on the students' listening achievement	25	1

C. Research Procedure

The research was done by applying the following procedures. The researcher collected information, wrote the course grid (goals, objectives,

syllabus), developed the first draft of the tasks, implemented the tasks, evaluated and revised the tasks, and wrote the final draft of the tasks (Borg and Gall, 2003: 571)

The description of each procedure is as follows

1. Collecting the information

In the first step, the researcher reviewed the literature related to the study and conducted the needs analysis to get the information about the students' needs. She used the first questionnaire and conducted the first interview to find out the students' characteristics and needs. The data obtained were used as the bases in writing the course grid.

2. Writing the course grid

In this stage, the researcher designed the course grid of the listening tasks. It was developed based on the results of the needs analysis.

3. Developing the first draft of the tasks

The researcher developed the listening tasks based on the course grid. The developed tasks are called as the first draft of the task.

4. Implementing the developed tasks

To make sure that the developed tasks were suitable and effective for the teaching of listening, the tasks must be implemented. They were tried out to the eleventh grade students of SMAN 5 Yogyakarta.

5. Evaluating and revising the developed tasks

After the tasks were implemented, they were evaluated and revised. To do so, the students' and the English teacher's feedback were needed. The students'

feedback was obtained through the second questionnaire and the interview. The teacher's feedback was obtained through the interview. Then, the evaluation was done to identify the weakness of the tasks and how they would be solved. It was done by analyzing the result of the students' and the teacher's feedback to revise the developed tasks. The researcher revised the implemented tasks so that they can be more suitable and effective for the teaching of listening.

6. Writing the final draft of the tasks

After implementing, evaluating, and revising the first draft of the tasks, the researcher wrote the final draft of the listening tasks. The final result of the revision was the movie-based listening tasks for the eleventh grade students of SMA N 5 Yogyakarta in the academic year of 2009/2010.

D. Technique of the Data Collection

The data of the research were collected through questionnaire. The first data on the students' characteristics and needs were obtained through the first questionnaire. The questionnaire was administered to find out the profile of grade eleventh students of SMA N 5 Yogyakarta and their needs in learning English, specifically for listening skills. The data were used to formulate listening tasks which are appropriate for the students.

The second data, the appropriateness of the developed tasks, were obtained through the questionnaire. The questionnaire was distributed to know the students' opinions and suggestions of the implemented tasks. The feedback was used to revise the implemented tasks.

E. Technique of the Data Analysis

There were two types of data in this study. The first data were the profile of the grade XI students of SMAN 5 Yogyakarta and their needs and interests in learning listening skills. They were taken from the questionnaire and analyzed qualitatively (Borg, 2003: 251). The second data were the information on the appropriateness of the developed tasks to the students in learning listening. They were taken from the second questionnaire. The results of second questionnaire were analyzed quantitatively (Borg, 2003: 235).

The researcher assessed each respondent's opinion in the second questionnaire by using a Likert scale. A Likert scale was used to check research participants' level of agreement (e.g. strongly agree, agree, undecided, disagree, or strongly disagree) with various statements (Borg, 2003: 214). The assessment of the students' opinion used ordinal scale in the form of five points of agreements, i.e. : (a) 5 points for 'Strongly Agree' (SA) if the respondents strongly agree with the statement; (b) 4 points for 'Agree' (A) if the respondents agree with the statement; (c) 3 points for 'Undecided' (U) if the respondents neither agree nor disagree with the statement; (d) 2 points for 'Disagree' (D) if the respondents disagree with the statement; (e) 1 point for 'Strongly Disagree' (SD) if the respondents strongly disagree with the statement.

The descriptive statistics analysis was used to analyze the data obtained from the second questionnaire. For this purpose, the *central tendency* measures (mean) and *variability* measures (standard deviation) were used. Then, the researcher used a category which was made by referring to the normal distribution

by using the *ideal mean* (Mi) and the *ideal standard deviation* (SDi) to know the quality and suitability level of the first draft of the developed listening tasks. The computation of Mi and SDi can be gained through the following formulas:

1. $Mi = \frac{1}{2}$ (maximum score + minimum score). The maximum score is 5 and the minimum score is 1, then

$$Mi = \frac{1}{2} (5+1) \\ = 3$$

2. $SDi = 1/6$ (maximum score – minimum score)

$$SDi = 1/6 (5-1) = 0.67$$

In order to know the criteria of the quality and suitability of the developed tasks, the researcher used the conversion of agreement statement by five scales.

Table 5. The Criteria of Ideal Computation Category

Scales	Categories	Interval of Mean Values	
		Formula	Computation
5	Very good	$\bar{x} > Mi + (1.8 \times SDi)$	$\bar{x} > 4.2$
4	Good	$Mi - (0.6 \times SDi) < \bar{x} < Mi + (0.6 \times SDi)$	$3.4 < \bar{x} < 4.2$
3	Fair	$Mi - (0.6 \times SDi) < \bar{x} < Mi + (0.6 \times SDi)$	$2.6 < \bar{x} < 3.4$
2	Poor	$Mi - (0.6 \times SDi) < \bar{x} < Mi - (0.6 \times SDi)$	$1.8 < \bar{x} < 2.6$
1	Very Poor	$\bar{x} > Mi - (1.8 \times SDi)$	$\bar{x} > 1.8$

(Proposed by Sudijono, 2003: 339)

The result of the computation in the table was used as the standard in analyzing the average value of each statement in the second questionnaire. Then, the result of the analysis was used to decide whether the developed tasks are good and meet the students' needs or not.

F. Validity and Reliability

1. Validity

To measure the item validity of the second questionnaire she applied the *Product Moment Correlation* formula by Pearson (Arikunto, 2006: 274) :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(\sum X^2) - (\sum X)^2\} \{(\sum Y^2) - (\sum Y)^2\}}}$$

Figure 8. Product Moment Correlation Formula

Where:

- $\sum X$ = the sum of X score
- $\sum X^2$ = sum of square X score
- $\sum Y$ = the sum of Y score
- $\sum Y^2$ = sum of square Y score
- N = the number of scores

By applying the *Pearson Product Moment Correlation* formula in a computation, the item is considered as valid item if the r is more than the r required. Based on the students' responses toward the statements in the questionnaires distributed, it could be concluded that 25 statements in the questionnaire were valid. The result of data analysis showed that the score of the smallest r was 0.314 (on the 4th statement) while the r table (r_t) was 0.267.

2. Reliability

The researcher also applied the *Alpha Cronbach* formula to obtain the reliability coefficient of the data of the second questionnaire. The formula of *Alpha Cronbach* (Arikunto 2006: 196) is presented in the next page.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{b^2}{\sigma_t^2} \right]$$

Figure 9. The Formula of Alpha Cronbach

Where:

r_{11} = the reliability of instrument

K = the quantity of item questions

b^2 = the sum of item variance

σ_t^2 = total variance

To decide whether the second questionnaire is reliable or not, the researcher used the value of reliability coefficient proposed by Sutrisno Hadi in Arikunto (2002: 245). The value of reliability coefficient is presented in Table 6.

Table 6. The Value of Reliability Coefficient

No	Reliability Coefficient	Explanation
1.	0.800 – 1.000	Very high
2.	0.600 – 0.799	High
3.	0.400 – 0.599	Fair
4.	0.200 – 0.399	Low
5.	0.000 – 0.199	Very low

The reliability was computed based on the students' responses in the second questionnaire. The result of the computation showed that the reliability of the questionnaire was 0.881. It can be concluded that the questionnaire was reliable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses findings of this research and discussion of the findings. It consists of two sections. The first describes the findings of the research and the second section discusses the findings. The findings of this research include the description of the students' needs, the description of the course, the description of the developed movie-based tasks. This chapter presents the description of the implementation, evaluation, and revision of the developed tasks as well.

A. Research Findings

1. Needs Analysis

Here, the first questionnaire (needs analysis) was administered to gather the information about students' needs in learning the English listening skills. This questionnaire consisted of 13 questions consisting the six components of a task proposed by Nunan (2004). The components are goal, input, activity/procedure, teacher role, learner role and setting. The questions in the questionnaire were multiple choice items. Therefore, the students could choose one or more option(s) based on their opinions. After administering the first questionnaire, the researcher analyzed the result of the questionnaire by counting up the total number of the students' responses. The complete result of the first questionnaire is presented in Appendix A.

Based on the result of the needs analysis, it can be concluded that the students want to be able to understand spoken texts in the form of hortatory expositions, reports, and narratives text. They prefer movies as the input for their learning of English listening skills. They expect the movies about environment and culture. Moreover, they want to work on tasks such as answering True/False questions, Wh-questions, discussing texts, matching synonyms, and filling in gaps. For the pre-listening activities they want to start the lesson topic by discussing the pictures related to the movies, answering related questions, and studying related vocabulary. In the while-listening stage, they want activities that can help them in understanding the songs by doing filling-in-the-gap activity, synonym matching, and answering questions. In the post-listening stage, they want to share opinions about the movies and the related topic.

In terms of roles of teachers and students during the teaching learning process, the students want to be the listeners and participants in the teaching learning process. Meanwhile, they want their teacher to be the observer and facilitator. The students want to work individually, in pairs and in small groups.

1. Course Grid Design

Based on the result of the first questionnaire and the School-Based Curriculum 2006, the researcher developed the course grid of the English listening tasks. The course grid functioned as the guideline in developing the movie-based tasks for the teaching and learning of English listening skills. It was developed into three units. The topic of each unit was decided based on the topics chosen by

the students, namely topics related to environment and culture. Then the topics were adjusted to the text genres and the goals of teaching listening in grade XI of senior high schools as stated in the School-Based Curriculum (KTSP 2006). The chosen genres are hortatory exposition, report, and narrative. The researcher entitled Unit 1 as “*Save the earth*”, Unit 2 as “*The Ocean*”, and unit 3 as “*Happy Halloween*”. Unit 1 delivers hortatory exposition texts, Unit 2 presents report texts, while Unit 3 covers narrative texts. The course grid of each unit consists of the six components of tasks as proposed by Nunan (2004), including goal, input, activity/procedure, teacher role, learner role and setting.

a. Goal

The goal of each unit lesson is based on Standards of Competence and Basic Competence as stated in the school-based curriculum. The goal of Unit 1 is that the students are able to understand and respond meanings in simple and short-spoken monologues in the form of hortatory exposition texts. . The goal of Unit 2 is that the students are able to understand and respond the meanings in simple and short-spoken monologues in the form of report texts. The goal of Unit 3 is that the students are able to understand and respond meanings in simple and short-spoken monologues in the form of narrative texts.

b. Input

The inputs of each unit are in accordance with the activities that should be completed by the students. Some factors are needed to be considered in choosing the movies as the input of each unit. First, the movies have to match the text genre

in the unit. The second is that the movies are authentic. The third is that the movies have to have knowledge or value.

Unit 1 uses two short movies. The first was a short movie about global warming. There was no monologue or dialogue. Therefore, it was used as a warming up. The second short movie was an excerpt from National Geographic about global warming. The movies represent hortatory exposition texts about global warming. Besides, related pictures and vocabulary are also added as the additional input for Unit 1. In this unit, the pre-listening stage (*Get Ready*) uses a short movie about global warming, pictures, vocabulary matching, and some questions related to the topic. For the while-listening stage (*Watch and Listen To*), the input is a short movie from National Geographic entitled *Global Warming*. The activities include answering true/false questions, filling in the gaps, synonym matching, and group discussion. The post listening activities (*What You Should Do* and *Your Project*) are mainly the group discussion related to the topic.

Similar to the consideration in choosing inputs for Unit 1, the movie in Unit 2 was chosen because it has report texts. The short movie is made by National Geographic entitled *Earth the Biography – Ocean*. Unit 2 also uses some related pictures and some questions as additional inputs. The pre-listening stage (*Get Ready*) in Unit 2 related picture, questions and vocabulary matching as the inputs. In the while-listening stage (*Watch and Listen To*), a short movie is used. The post-listening stage (*What You Should Do* and *Your Project*) concerns group discussions.

The movie used in Unit 3 is *The Life and Death of a Pumpkin*. It was chosen because it presents narrative texts. As additional inputs, related pictures and vocabulary are used in the unit. The pre-listening stage (*Get Ready*) of Unit 3 uses questions and vocabulary matching as the starter. The while-listening stage (*Watch and Listen To*) uses the short movie related to Halloween as the input. The post-listening stage (*What You Should Do* and *Your Project*) also concerns group discussions.

c. Activity/Procedure

The third component is activity/procedure. The activities in the units are divided into three stages namely a Pre-listening stage, a While-listening stage, and a Post listening stage (Willis, 1996). The activities in the pre-listening stage are watching related movies, commenting on related pictures, studying related vocabulary, and answering warming up questions. The while-listening activities are answering True/False questions, filling in gaps, and doing the synonym matching activity. In the post-listening stage the activities mostly focus on the discussion.

d. Roles

The students and teachers have different roles for each task. The roles depend on the situation in the classroom. However, the teachers are expected to work as the observer and facilitator. Meanwhile, the students are expected to be the participants and performers.

e. Setting

The settings are determined by the goals of the tasks and the activities of the tasks. In the pre-listening and while-listening stage the students work individually. Then, they work in pairs or in groups in the post-listening stage.

2. Developing the First Draft of the Tasks

After developing the course grid, the researcher developed the first draft of the tasks. The researcher used the course grid as the guideline in developing the tasks. The researcher's supervisors acted as the expert to assess the tasks. After that, the developed tasks were revised. Here is the detail of the first draft of the developed tasks.

a. Framework of the Developed Tasks

First, the researcher developed the course grid and the framework of the tasks based on the framework of tasks proposed by Willis (1996). Here, the activities in a classroom are conducted in three stages. The stages are a Pre-task stage, a Task stage, and a Language Focus.

The researcher names the Pre-task stage as a *Get Ready* stage. In this stage, she introduced topics by asking questions related to the topics, giving related pictures and vocabulary. It is aimed at building students' knowledge and interest on the lesson topic. The second stage is called *Watch and Listen To*. Here, the students watched the movie and did the tasks individually. Next stages were *What You Should Do* and *Your Project*. The students worked on discussions in pairs or in groups.

Table 7. Framework of the Developed Tasks

No	Part of the Developed Tasks	Tasks
1	Unit Title	
2	Pre-listening : <i>Get Ready</i>	a. Discussing related pictures. b. Answering related questions. c. Studying related vocabulary
3	While-listening: <i>Watch and Listen To</i>	a Answering True/False questions b Filling in gaps. c Synonym matching.
4	Post-listening <i>What You Should Do Your Project</i>	d Pairs Discussion e Group Discussion

b. Description of Unit 1

The objective of this unit is that at the end of the lesson the students are able to understand spoken English (movies) in the form of hortatory exposition texts. The inputs used in this unit are a movie about the impact of global warming, a short movie about global warming from National Geographic, related pictures, related vocabulary, and warming up questions. In order to accomplish the objective, there are 8 tasks developed. The detail of tasks in Unit 1 is presented in the next page.

Table 8. The Tasks in Unit 1

No	Stage	Task	Function
1	Get Ready	1. Watching the first movie and answering Wh-questions 2. Matching words with their meanings.	a. Introducing the topic and Building students' background knowledge. b. Building knowledge of related vocabulary.
2	Watch and Listen To	3. Watching the second movie and answering True/False questions. 4. Watching the second movie again and filling in gaps. 5. Matching words with their synonyms.	c. Building students' background knowledge and building students' skill in using bottom-up and top-down processing. d. Building students' knowledge. e. Building knowledge of related vocabulary.
3	What You Should Do Your Project	6. Group Discussion 7. Pair Discussion 8. Group Discussion	f. Giving the students a chance to share ideas in groups. g. Giving the students a chance to share ideas h. Giving the students a chance to share ideas in groups.

1) Pre-task Stage

The aim of activities in this stage is to lead students to the topic of the lesson and the main listening. In this stage the students watch the movie about

global warming. After that, they answer some questions related to the movie orally. Then, they work to match related words with the meanings.

2) Task Stage

In this stage, the students watch the second movie. After watching the movie, they have to answer true/false statements. Next, while watching for the second time, they have to do filling-in-gap activities. Then, the students work to match words with their synonyms.

3) Post Stage

In this stage, the students have a chance to work in pairs and in groups. They have the chance to express their opinion about the related topic.

c. Description of Unit 2

The students are expected to be able to understand spoken English (movies) in the form of report texts. Therefore, the main teaching material of this unit is a movie which uses report texts. The movie used in this unit is a movie from National Geographic entitled *Earth the Biography: Ocean*. In this unit, the researcher developed 9 tasks in order to reach the objective. The detail of tasks in Unit 2 is presented in the next page.

Table 9. The Tasks in Unit 2

No	Stage	Task	Function
1	Get Ready	1. Looking at a picture and answering Wh-questions 2. Matching words with their meanings.	a. Introducing the topic and building students' background knowledge. b. Building knowledge of related vocabulary.
2	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.	c. Building students' background knowledge and building students' skill in using bottom-up and top-down processing. d. Building students' knowledge. e. Building knowledge of related vocabulary. f. Giving the students a chance to share and exchange knowledge in pairs.
3	What You Should Do Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	g. Giving the students a chance to share ideas in pairs. h. Giving the students a chance to share ideas in groups. i. Giving the students a chance to share ideas in groups.

1) Pre-task Stage

The aim of activities in this stage is to lead students to the topic of the lesson and the main listening. First, the students look at a related picture and then

they answer some questions related to the movie orally. Then, they work to match related words with the meanings.

2) Task Stage

In this stage, the students watch the movie. After watching the movie, they have to answer true/false statements. Next, while watching for the second time, they have to do filling-in-gap activities. Then, the students work to match words with their synonyms. The activities were done individually.

3) Post Stage

In the last stage, the students have a chance to work in pairs and in groups. They have the chance to express their opinion about the related topic. They were expected to have the discussion and then later present the result. This stage was meant as an additional task and can be used as homework.

d. Description of Unit 3

The objective of Unit 3 is that at the end of the lesson the students are able to understand spoken English (movie) in the form of narrative texts. Based on the objective, the main teaching materials of this unit is movie that included narrative texts. The movie is entitled *The Life and Death of a Pumpkin*. In order to achieve the objective, there are 9 tasks developed by the researcher. The detail of tasks in Unit 3 is presented in the next page.

Table 10. The Tasks in Unit 3

No	Stage	Task	Function
1	Get Ready	1. Answering Wh-questions 2. Matching words with their meanings.	a. Introducing topic and Building students' background knowledge. b. Building knowledge of related vocabulary.
2	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to topic.	c. Building students' background knowledge and building students' skill in using bottom-up and top-down processing. d. Building students' knowledge. e. Building knowledge of related vocabulary. f. Giving the students a chance to share and exchange knowledge in pairs.
3	What You Should Do Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	g. Giving the students a chance to share ideas in pairs. h. Giving the students a chance to share ideas in groups. i. Giving the students a chance to share ideas in groups.

1) Pre-task Stage

The aim of activities in this stage is to lead students to the topic of the lesson and the main listening. First, the students answer some questions related to the movie orally. Then, they work to match related words with the meanings.

2) Task Stage

In this stage, the students watch the movie. After watching the movie, they have to answer true/false statements. Next, while watching for the second time, they have to do filling-in-gap activities. Then, the students work to match words with their synonyms.

3) Post Stage

In this stage, the students have a chance to work in pairs and in groups. They have the chance to express their opinion about the related topic.

3. Implementation of the First Draft of the Tasks

In the implementation stage, the researcher tried-out the developed tasks in a real teaching of English listening skills. The researcher found out that the students were interested in and enthusiastic on the developed tasks and the teaching learning process.

Here, the researcher presents the description of the implementation of the developed tasks. The detail description of the implementation is in the following.

a. Implementation of Unit 1 (*Save the Earth*): Meeting I

The try-out of Unit 1 was conducted on May 19, 2010 in Class XI Science 1. The class consisted of 40 students. This class was chosen for implementing Unit 1 because the result of the needs analysis showed that most students in the class chose hortatory exposition texts and topics related to nature/environment.

The researcher worked as the teacher while the teacher acted as the observer of the teaching learning process. The teacher started the lesson by introducing

herself and her goals for teaching the class. Next, she gave the students the handouts of Unit 1. The first activity was the *Get Ready* stage. Here, the students watch the first monolog-less movie which presented some pictures about global warming. After watching the video, the students answered questions in Task 1 and matched words with their meanings in Task 2.

Next, in the *Watch and Listen To* stage the students watched the movie by National Geographic entitled *Global Warming*. They enjoyed the movie. After watching the movie the first time, they did the true/false activity in Task 3. Then, the teacher discussed it with the students. Next, to get a better understanding the content of the movie, the students watched it again while doing the filling-in-gap activity in Task 4. Then in the next task, the students matched words with their synonyms in Task 5. Then, the students were asked to work in pairs to discuss the impacts of global warming and the solution.

The last stage was *What You Should Do* and *Your Project*. In *What You Should Do*, the students had to work in pairs. In relation to the previous task, they were asked to provide the solution for global warming on their own. Next, the students had to present their idea. For *Your Project* stage, students were asked to work in groups and find a global warming case in their environment and then design the best solution. The last task was aimed as enrichment and it was used as homework. There was no problem in doing the tasks. At last, the teacher ended the lesson by saying goodbye.

b. Implementation of Unit 2 (*The Ocean*)

The researcher held the implementation of Unit 2 on May 19, 2010 in Class XI Science 3. The result of the needs analysis of this class showed that most of the students chose to report texts and environment/science as the topic. This class consisted of 37 students and all students attended the class. Here, the researcher took role as a teacher and the teacher took role as the observer of the teaching and learning activity.

The students were ready to study. First, the researcher introduced herself and explained her purposes of teaching in the class. Next, she distributed the handouts of Unit 2. Then she guided the students to do the first task. There was no problem in the *Get Ready* stage.

In *Watch and Listen To*, the students had to watch the movie and then did true/false activity. Next, the watched the movie again and did filling-in-gap activity. After that, they did the synonym matching activity. Then, the students had to work in pairs. In Task 6, they had to answer related questions.

Moving to *What You Should Do* and *Your Project* stage, the students had to discuss about the movie in Task 7. In relation to the previous task, students had to choose one of the oceans on earth and discuss it in groups. For *Your Project* stage, students were asked to work in groups and expand their discussion on Task 8. The last task was aimed as enrichment and it was used as homework. There was no problem in doing the tasks. At last, the teacher ended the lesson by saying goodbye. The teacher asked the students to do the last task at home and to present their work to their teacher in the next meeting.

c. Implementation of Unit 3 (*Happy Halloween*)

Unit 3 was implemented on May 20, 2010, in Class XI Social 3. Like in the previous meetings, the researcher acted as the teacher while the teacher acted as the observer of the teaching learning process. Before distributing the handouts of Unit 3, the teacher introduced herself and explained her aims.

The lesson was started from the *Get Ready* stage. The students answered related questions and followed by studying related vocabulary. In the *Watch and Listen To* stage, the teacher asked the students to watch the movie and do true/false activity. Later, they watched the movie again and did the filling-in-gap activity. Next, they were asked to match words with their synonyms. Then, they had to work in pairs to answer related questions in Task 6.

Next, in the *What You Should Do* and *Your Project* stage, first, the students had to work in pairs as well. They had to discuss the story plot of the movie in Task 7. In relation to the topic, students had to find a familiar story of their own and share it. For *Your Project* stage, students were asked to work in groups and expand their discussion on Task 8. The last task was aimed as enrichment and it was used as homework. There was no problem in doing the tasks. At last, the teacher ended the lesson by saying goodbye. The teacher asked the students to do the last task at home and to present their work to their teacher in the next meeting.

4. Evaluation

The next step after implementing the first draft of the developed tasks was the evaluation. The purpose is to identify whether the developed tasks in each unit

are suitable to the students' needs and interest and the objectives of a listening course or not. The result of the evaluation was used to revise the developed tasks.

In this stage, the researcher applied an instrument to collect the data. The instrument was questionnaires which were distributed to the students of Class XI Science 1, XI Science 3, and XI Social 3 to obtain students' opinions related to the implemented tasks. The questionnaire was given to the students on May 19 and 20, 2010.

The highest average score of students' agreement towards the statements of the evaluation of Unit 1 is 4.22. It covers the statement number 14 which is related to the activity of the tasks. It shows that the students agree that the true/false answering activity helps them in understanding the movie. Meanwhile, the lowest average score is in statement number 21 that is 3.42. The statement is about pair-work activity.

In the evaluation of Unit 2, the highest average score is 4.10 of statement number 12. It shows that the filling-in-gap activity helps students to understand the movie better. The lowest average score is 3.46. It is in statement 24, related to the layout of the tasks.

The highest average score of the evaluation of Unit 3 is in statement number 24 in which the score is 4.24. It is related to the layout of the tasks. The lowest average score is 3.42, in statement number 17. It is related to the role of the teacher.

Based on the "Computation of Quantitative Data Conversion" proposed by Sudijono (2003) presented in Table 3 in chapter III, the highest average score of

Unit 1 which is 4.22 categorized as a “Very Good” category as the \bar{x} value is more than 4.2. Meanwhile, the lowest average score of the evaluation of Unit 1 (3.42) is categorized as a “Good” category ($3.4 < \bar{x} < 4.2$). Next, the highest average score of the evaluation of Unit 2, 4.10 belongs to a “Good” category ($3.4 < \bar{x} < 4.2$). The lowest average score of Unit 2 is 3.46, the category is “Good” ($3.4 < \bar{x} < 4.2$). The last, the highest average score of the evaluation of Unit 3 is 4.24; therefore it is categorized as a “Very Good” category. The lowest score (3.42) belongs to a “Good” category.

Based on the result of the evaluation, it can be concluded that the students agree that the developed movie-based tasks are suitable to the students’ needs and interest and they match the objectives of the learning of English listening skills as well. The detail of the evaluation result of the developed tasks is presented in Appendix D.

5. Revision

a. Unit 1

The data gained from the second questionnaire for the evaluation of Unit 1 show that the average score of the students’ responses ranges from 3.42 up to 4.22. It means that the developed tasks match the students’ needs and interest. The lowest average score is 3.42 in statement number 21. It shows that students agree with the pair-work activity. However, because the score is the lowest one, the researcher decided to revise the pair-work activity.

Table 11. The Revision of Unit 1

No	Stage	Task	Revision
1	Get Ready	1. Watching the first movie and answering Wh-questions 2. Matching words with their meanings.	<ul style="list-style-type: none"> Improving layout.
2	Watch and Listen To	3. Watching the second movie and answering True/False questions. 4. Watching the second movie again and filling in gaps. 5. Matching words with their synonyms.	<ul style="list-style-type: none"> Improving layout.
3	What You Should Do Your Project	6. Group Discussion 7. Pair Discussion 8. Group Discussion	<ul style="list-style-type: none"> Replaced to pair discussion. Replaced to group discussion. Improving layout.

b. Unit 2

The result of the second questionnaire used for the evaluation of Unit 2 shows that the average score ranges from 3.46 to 4.10. It can be concluded that the students agree that the developed tasks are suitable with their needs and interest of learning English listening skills. The lowest score, 3.46, is in statement number 24 related to the layout of the tasks. Therefore, the researcher decided to improve the layout in this unit.

Table 12. The Revision of Unit 2

No	Stage	Task	Revision
1	Get Ready	1. Looking at a picture and Answering Wh-questions 2. Matching words with their meanings.	<ul style="list-style-type: none"> • Editing the form and placement of picture. • Improve layout.
2	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.	<ul style="list-style-type: none"> • Editing the form and placement of picture. • Improving layout.
3	What You Should Do Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	<ul style="list-style-type: none"> • Editing the form and placement of picture. • Improving layout.

c. Unit 3

The data obtained in Unit 3 evaluation show that the average score of the second questionnaire ranges from 3.42 to 4.24. It shows that the students agree that the developed tasks are suitable with the students' needs and interest of learning English listening skills. The lowest score is in statement number 17. It is the statement related to the role of the teacher. Since it is related to the teacher in class, the researcher decided to improve the tasks.

Table 13. The Revision of Unit 3

No	Stage	Task	Revision
1	Get Ready	1. Answering Wh-questions 2. Matching words with their meanings.	• Improving the layout.
2	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.	• Improving the layout.
3	What You Should Do Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	• Improving the layout.

6. Writing the Final Draft of the Tasks

The last step of the research was writing the final draft of the developed movie-based tasks. They were developed based on the evaluations and suggestions obtained from the students and the English teacher. The researcher also consulted the revised tasks to her supervisors. Below is the description of the final draft. The result of the final draft of the developed movie-based tasks is presented in Appendix C.

a. Description of the Final Draft of Unit 1

The title is *Save the Earth*. The objective of this unit is that at the end of the study students are able to understand spoken English (movies) in the form of hortatory exposition texts. The inputs used are a monolog-less movie and a movie from National Geographic, related pictures, and related vocabulary.

There were some revisions made in Unit 1. The revisions were related to the layout and the pair-work activity. The first revision was improving the layout, changing the size and type of letter font, editing the picture and its placement. The other revision was on the layout of Task 4, and changing the space.

Table 14. The Description of the Final Draft of Unit 1

No	Stage	Task	Function
1	Get Ready	1. Watching the first movie and answering Wh-questions 2. Matching words with their meanings.	a. Introducing topic and Building students' background knowledge. b. Building knowledge of related vocabulary.
2	Watch and Listen To	3. Watching the second movie and answering True/False questions. 4. Watching the second movie again and filling in gaps. 5. Matching words with their synonyms.	c. Building students' background knowledge and building students' skill in using bottom-up and top-down processing. d. Building students' knowledge. e. Building knowledge of related vocabulary.
3	What You Should Do	6. Pair Discussion	f. Giving the students a chance to share ideas in pairs.

(continued)

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No	Stage	Task	Function
	Your Project	7. First Group Discussion 8. Second Group Discussion	g. Giving the students a chance to share ideas h. Giving the students a chance to share ideas in groups.

b. Description of the Final Draft of Unit 2

Unit 2 is entitled *The Ocean*. The objective is that at the end of the lesson, students are able to understand spoken English texts in the form of report texts. The movie used in this unit is a movie from National Geographic entitled *Earth the Biography: Ocean*. The revisions for Unit 2 were mostly related to the layout. The revisions were made by editing pictures, editing paragraph indent, and changing the size and type of the letter font.

Table 15. The Description of the Final Draft of Unit 2

No	Stage	Task	Function
1	Get Ready	1. Looking at a picture and answering Wh-questions 2. Matching words with their meanings.	a. Introducing topic and building students' background knowledge. b. Building knowledge of related vocabulary.
2	Watch and Listen To	3. Watching the movie and answering True/False questions.	c. Building students' background knowledge and building students' skill in using bottom-up and top-down processing.

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No	Stage	Task	Function
	Your Project	4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to topic.	d. Building students' knowledge. e. Building knowledge of related vocabulary. f. Giving the students a chance to share and exchange knowledge in pairs.
3	What You Should Do Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	g. Giving the students a chance to share ideas in pairs. h. Giving the students a chance to share ideas in groups. i. Giving the students a chance to share ideas in groups.

c. Description of the Final Draft of Unit 3

The objective of this unit is that at the end of this unit the students are able to understand spoken English texts in the form of narrative texts. The revisions in this unit are revisions related to layout by adding pictures, editing pictures, and changing the size and the type of letter font.

Table 16. The Description of the Final Draft of Unit 3

No	Stage	Task	Function
1	Get Ready	1. Answering Wh-questions 2. Matching words with their meanings.	a. Introducing topic and building students' background knowledge. b. Building knowledge of related vocabulary.
2	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to topic.	c. Building students' background knowledge and building students' skill in using bottom-up and top-down processing. d. Building students' knowledge. e. Building knowledge of related vocabulary. f. Giving the students a chance to share and exchange knowledge in pairs. g.
3	What You Should Do Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	h. Giving the students a chance to share ideas in pairs. i. Giving the students a chance to share ideas in groups. j. Giving the students a chance to share ideas in groups.

A. Discussion

Regarding the research findings described in the previous section, some of the findings should be discussed. The discussion is related to the steps in

developing movie-based tasks and the six components of the developed movie-based tasks as well.

The researcher delivers the discussion of the findings on how movie-based tasks suitable with the needs and interest of the grade XI students of SMAN 5 Yogyakarta in the academic year of 2009/2010 are developed. The movie-based tasks were developed based on the steps adapted from material development models and steps of R&D study by Borg and Gall (2003). First, the researcher conducted a needs analysis to develop tasks that meet students' needs and interest. It is aimed at collecting information of the students' and learning needs. The results of the needs analysis were matched with the objective of the teaching and learning of the English listening skill as stated in the School-Based Curriculum 2006 (*Kurikulum Tingkat Satuan Pendidikan* or KTSP)

The result of the needs analysis shows that the students want to improve their listening skills in understanding English spoken texts in the forms of hortatory exposition, report, and narrative texts. These are relevant to the objective of learning listening stated in the curriculum. In addition, the students want to have movies as the inputs for the listening lesson. Therefore, the researcher used movies which cover hortatory exposition, report, and narrative texts as the inputs. Further, they want to have various activities with the inputs. They want to answer questions related to the topic, matching words with their meanings, doing true/false tasks, filling in gaps, answering Wh-questions, matching words with their synonyms, and having pair and group discussions.

Related to roles, the students want to be the participants and performers. Meanwhile, they want the teacher to be the facilitator and the observer. The students want to have the chance to work individually, in pairs, and in small groups depending on the difficulty level of the tasks.

After conducting the needs analysis, the researcher used the result of the needs analysis above as the guideline in developing a course grid. It was used as the guideline in developing movie-based tasks. The course grid concerns the six components of tasks proposed by Nunan (2004). The researcher wrote the goals, the inputs, the activities, the roles of teachers and students, and the classroom settings.

Next, the researcher developed the first draft of the movie-based tasks. The researcher formulated the course grid into three units of tasks. Every unit consists of 8 to 9 tasks. Unit 1 covers hortatory exposition texts entitled *Save the Earth*. Unit 2 covers report texts entitled *The Ocean*. Unit 3 presents narrative texts entitled *The Life and Death of a Pumpkin*. Before implementing the first draft of the developed tasks, the researcher consulted it to her thesis supervisor.

During the implementation stage, the researcher implemented the developed tasks in the real teaching of the English listening skills. In this stage, the researcher found out that the students were interested in the developed tasks and the teaching learning activities as well.

The next stage is evaluation. Here, the researcher collected information related to students' opinions and suggestions related to the developed movie-based tasks. The result is that the students agree that the developed movie-based

tasks are suitable with their needs and interest in learning the English listening skill. However, to improve the developed tasks, the researcher revised the developed movie-based tasks based on the evaluation results. Then, she wrote the final draft of the developed movie-based tasks.

The second is the discussion of the research finding related to the developed movie-based tasks and the six components of the tasks. The components include goal, input, activity, teacher role, learner role, and setting.

From the research data, the researcher found that the students and the teachers have disagreement with some parts of the developed movie-based tasks. In Unit 1, the students disagree to do Task 6 in groups and Task 7 in pairs. Therefore the researcher changed the way both tasks need to be done. Meanwhile, in Unit 2 and Unit 3 there were no any problems for the students. Therefore, the revisions were mostly related to the layout.

The students and the teachers mostly agree with the developed movie-based tasks. Based on the result of the second questionnaire, some of the average scores belong to a “Very Good” category ($\bar{x} > 4.2$) and the rest belongs to a “Good” category ($3.4 < \bar{x} \leq 4.2$).

In relation to the learning goals, the students and the teacher agree that the tasks are able to improve students’ listening skills, especially in understanding and responding to the simple spoken monologues in the forms of hortatory exposition, report and narrative texts. In relation to inputs, they approve that the inputs are interesting and suitable with the students’ needs.

In relation to activities, the activities in the developed movie-based tasks are varied and well-graded from the easiest to the most difficult one. The students and the teacher agree that the activities match students' needs.

Related to the next components namely teachers and learners' roles, both the students and the teacher agree with their roles. In the process, the teacher works as the facilitators and observers. Meanwhile, the students work as the participants and performers.

The last, in relation to the setting, both the students and the teacher agree that the settings suit the objectives of the developed tasks. The students work individually in the simple tasks, work in pairs in completing more difficult tasks, and work in groups in doing some much more difficult tasks in the post-listening stage.

Table 17. The Description of the First Draft and the Final Draft of the Tasks

Unit	Stage	First Draft of the Tasks	Final Draft of the Tasks
1	Get Ready	1. Watching the first movie and answering Wh-questions 2. Matching words with their meanings.	1. Watching the first movie and answering Wh-questions 2. Matching words with their meanings.
	Watch and Listen To	3. Watching second movie and answering True/False questions. 4. Watching the second movie again and filling in gaps. 5. Matching words with their synonyms.	3. Watching second movie and answering True/False questions. 4. Watching the second movie again and filling in gaps. 5. Matching words with their synonyms.
	WYSD Your Project	6. Group Discussion 7. Pair Discussion 8. Group Discussion	6. Pair Discussion 7. Group Discussion 8. Group Discussion

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Unit	Stage	First Draft of the Tasks	Final Draft of the Tasks
2	Get Ready	1. Looking at a picture and answering Wh-questions 2. Matching words with their meanings.	1. Looking at a picture and answering Wh-questions 2. Matching words with their meanings.
	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.
	WYSD Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion
3	Get Ready	1. Answering Wh-questions. 2. Matching words with their meanings.	1. Answering Wh-questions. 2. Matching words with their meanings.
	Watch and Listen To	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.	3. Watching the movie and answering True/False questions. 4. Watching the movie and filling in gaps. 5. Matching words with their synonyms. 6. Answering questions related to the topic.
	WYSD Your Project	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion	7. Pair Discussion 8. First Group Discussion 9. Second Group Discussion

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the summary of research findings, conclusions, and suggestions. It starts with the conclusion consisting the summary of research findings, the learner needs, learning needs, and the characteristics of the movie-based listening tasks.

A. Conclusions

Based on the results of the research, the conclusion can be drawn in three parts: learner needs, learning needs, and the characteristics of the effective task-based English learning materials. The learner needs and the learning needs are identified based on six components of a task which are proposed by Nunan (2004) namely goal, input, activity, setting, learner role, and teacher role.

1. Learner Needs and Learning Needs

- a. The students want to improve their listening skills in understanding English spoken texts in the forms of hortatory exposition, report, and narrative texts.
- b. In addition, the students want to have movies as the inputs for the listening lesson.
- c. They want to have various activities with the inputs. They want to answer questions related to the topic, matching words with their meanings, doing true/false tasks, filling in gaps, answering Wh-questions, matching words with their synonyms, and having pair and group discussions.

1. Characteristics of the Movie-Based Listening Tasks

From the research findings, it can be concluded that the effective movie-based task English listening skills for the XI Grade Students of SMAN 5 Yogyakarta have the following characteristics:

- a. The materials aim to develop listening skills, specifically in understanding English spoken texts in the form of hortatory exposition, report, and narrative texts.
- b. The materials are developed into three units. In each unit, the tasks consist of 8-9 tasks, graded from the easiest to the most difficult one.
- c. The effective unit design is sequenced as follows:

1. Pre-listening

It consists of the title of the unit and '*Get Ready*' section. The title aims at introducing the topic, meanwhile the '*Get Ready*' part aims at providing information about the movies. It also functions as warming up to lead the students' attention and to arouse their motivation. Some of the key vocabulary is provided to complete the next tasks.

2. While-listening

In this section, the movies are implemented. It is assisted with some activities namely doing true/false exercise, filling in gaps, matching words with their synonyms, and answering related questions.

3. Post-listening

This section consists of pair and group discussion. It aims at building students' awareness toward the topic and to expand their knowledge as well.

d. The effective task has the following components:

- 1) Goals: the effective goals of the tasks in this study are to improve the students' listening skill, specifically in understanding English spoken texts in the form of hortatory exposition, report, and narrative texts.
- 2) Inputs: the inputs of the tasks are in the form of movies accompanied by related pictures and vocabulary.
- 3) Activities: the activities in the developed movie-based tasks are varied and well-graded from the easiest to the most difficult one.
- 4) Teacher role: the teacher plays the role as the facilitator and the observer.
- 5) Learner role: the learners play the role as the participants and the performers.
- 6) Setting: the students work individually in the simple tasks, work in pairs in completing more difficult tasks, and work in groups in doing some much more difficult tasks in the post-listening stage.

A. Suggestions

This research is aimed at developing movie-based task in teaching English listening skills for the XI Grade Students of SMAN 5 Yogyakarta. Some of the

suggestions for the next development of English tasks that can be addressed to the materials developers and English teachers:

1. Task developers

Task developers should put concern with the students' needs and interest related to the English learning. It is suggested for other tasks developers to develop similar yet better tasks based on the student needs and interests.

2. English teachers

English teachers should be more creative in finding suitable tasks that are suitable for the students. The teachers are welcomed to develop similar tasks by applying the same guideline as the one in this research yet by making use of different inputs.

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APPENDICES

APPENDIX A

- Needs Analysis Questionnaire
- Needs Analysis Result

Kuesioner untuk Analisa Kebutuhan Siswa

No.	Pertanyaan	Pilihan jawaban
1.	Materi yang adik inginkan dalam pelajaran listening adalah: (jawaban boleh lebih dari satu)	a. Mendengarkan dan memahami rekaman audio teks <i>report</i> . (film dokumenter) b. Mendengarkan dan memahami rekaman audio teks <i>narrative</i> (dongeng, legenda, dll). c. Mendengarkan dan memahami rekaman audio teks <i>analytical exposition</i> . (menyampaikan adanya suatu masalah) d. Mendengarkan dan memahami rekaman audio teks <i>spoof</i> (cerita komedi). e. Mendengarkan dan memahami rekaman audio teks <i>hortatory exposition</i> . (menyampaikan adanya suatu masalah dan menawarkan solusi)
2.	Bahan atau media apa saja yang adik inginkan untuk digunakan dalam pelajaran listening? (jawaban boleh lebih dari satu)	a. Rekaman audio teks tertentu. b. Rekaman film. c. Rekaman acara televisi. d. Rekaman dari internet. e. Lain-lain (sebutkan)
3.	Bahan atau media pelajaran listening yang adik inginkan? (jawaban boleh lebih dari satu)	a. Otentik (misalnya rekaman berita dari televisi, film, radio atau internet) b. Tidak otentik (misalnya kaset rekaman yang dibuat untuk pelajaran listening) c. Lain-lain (sebutkan)
4.	Topik yang Adik inginkan dalam pelajaran listening adalah: (jawaban boleh lebih dari satu)	a. Topik yang berhubungan dengan kehidupan sehari-hari di lingkungan sekolah maupun rumah. b. Topik yang berhubungan dengan remaja. c. Topik yang berhubungan dengan lingkungan, seperti global warming, bencana alam, dll. d. Topik yang berhubungan dengan sains / ilmu pengetahuan dan teknologi. e. Topik yang berhubungan dengan budaya. f. Lain-lain (sebutkan)
5.	Tugas-tugas apa saja yang adik inginkan untuk kegiatan pelajaran listening? (jawaban boleh lebih dari satu)	a. Mendengarkan dan memahami makna kata b. Mendengarkan dan memahami topik rekaman yang didengarkan c. Mendengarkan dan memahami informasi tertentu dari rekaman yang didengar d. Mendengarkan dan memahami tujuan atau fungsi dari rekaman yang didengarkan e. Lain-lain (sebutkan)
6.	Kegiatan apa saja yang adik inginkan untuk kegiatan <i>pre-listening</i> (sebelum mendengarkan rekaman)?	a. Berdiskusi mengenai bahan atau media pelajaran listening sebelum menjawab pertanyaan

	(jawaban boleh lebih dari satu)	b. Menjodohkan kata dengan makna kata c. Menjodohkan kata dengan sinonim/anonimnya d. Membahas kata-kata yang sulit e. Lain-lain (sebutkan)
7.	Kegiatan apa saja yang adik inginkan untuk kegiatan <i>whilst-listening</i> (ketika sedang mendengarkan rekaman)? (jawaban boleh lebih dari satu)	a. Membuat catatan yang berhubungan dengan rekaman untuk memudahkan dalam menjawab pertanyaan (<i>note-taking</i>) b. Mengisi bagian-bagian tertentu (<i>mind mapping</i>) dari rekaman yang didengarkan c. Menjawab pertanyaan yang berupa <i>True/False</i> questions (benar/salah) d. Menjawab pertanyaan yang berupa <i>Wh-questions</i> (apa, mengapa, dimana, siapa, bagaimana) e. Mencari sinonim atau antonim dari kata-kata yang ada di rekaman. f. Lain-lain (sebutkan)
8.	Kegiatan apa saja yang adik inginkan untuk kegiatan <i>post-listening</i> (setelah mendengarkan rekaman)? (jawaban boleh lebih dari satu)	a. Melaksanakan <i>individual-project</i> (tugas individu) dengan melihat video dan mencatat informasi yang didengar b. Melaksanakan <i>group-project</i> (tugas kelompok) dengan melihat video dan mencatat informasi yang didengar c. Lain-lain (sebutkan)
9.	Pada saat adik diminta mengerjakan tugas pelajaran listening, adik lebih suka jika guru: (jawaban boleh lebih dari satu)	a. Menjelaskan langkah-langkah yang harus dilakukan b. Memberitahukan tujuan dari kegiatan tersebut c. Memberi contoh bagaimana tugas tersebut dikerjakan d. Lain-lain (sebutkan)
10.	Pada saat pelajaran listening, adik lebih suka menjadi: (jawaban boleh lebih dari satu)	a. Pendengar b. Partisipan (peserta diskusi dalam membahas rekaman yang didengar) c. Lain-lain (sebutkan)
11.	Pada saat pelajaran listening, adik ingin mengerjakan tugas dengan cara: (jawaban boleh lebih dari satu)	a. Kerja kelompok b. Kerja berpasangan c. Kerja individu
12.	Kesulitan apa yang adik hadapi saat mengerjakan tugas-tugas pelajaran listening? (jawaban boleh lebih dari satu)	a. Memahami isi rekaman bahan atau media pelajaran listening b. Menjawab pertanyaan yang berhubungan dengan <i>Wh-questions</i> (apa, mengapa, dimana, siapa, bagaimana) c. Menjawab pertanyaan yang berhubungan dengan <i>True/False</i> questions (benar/salah) d. Memahami kata-kata dalam bahan atau media pelajaran listening e. Memahami ungkapan dalam bahan atau media pelajaran listening.

		f. Kesulitan memahami <i>grammar</i> yang digunakan g. Lain-lain (sebutkan)
13.	Jika mengalami kesulitan saat mengerjakan tugas-tugas listening, adik ingin guru adik: <i>(jawaban boleh lebih dari satu)</i>	a. Menjelaskan kembali struktur kalimat yang pernah dipelajari b. Menjelaskan kembali struktur teks yang pernah dipelajari c. Memutar kembali rekaman dan memberikan latihan-latihan yang berhubungan dengan teks yang pernah dipelajari d. Mengadakan diskusi dengan siswa mengenai kesulitan yang dihadapi e. Meminta siswa untuk melihat kembali struktur kalimat yang pernah dipelajari f. Meminta siswa untuk melihat kembali struktur teks yang pernah dipelajari g. Memberikan pekerjaan rumah h. Lain-lain (sebutkan)

--Terima Kasih--

Hasil Kuesioner Untuk Analisa Kebutuhan Belajar Siswa

Sampel: 55 siswa

No.	Pertanyaan	Pilihan jawaban	Frekuensi	Prosentase (%)
1.	Materi yang adik inginkan dalam pelajaran listening adalah: (jawaban boleh lebih dari satu)	a. Mendengarkan dan memahami rekaman audio teks <i>report</i> . (film dokumenter) b. Mendengarkan dan memahami rekaman audio teks <i>narrative</i> (dongeng, legenda, dll). c. Mendengarkan dan memahami rekaman audio teks <i>analytical exposition</i> . (menyampaikan adanya suatu masalah) d. Mendengarkan dan memahami rekaman audio teks <i>spoof</i> (cerita komedi). e. Mendengarkan dan memahami rekaman audio teks <i>hortatory exposition</i> . (menyampaikan adanya suatu masalah dan menawarkan solusi)	42 53 27 27 35	76 96 49 49 64
2.	Bahan atau media apa saja yang adik inginkan untuk digunakan dalam pelajaran listening? (jawaban boleh lebih dari satu)	a. Rekaman audio teks tertentu. b. Rekaman film. c. Rekaman acara televisi. d. Rekaman dari internet. e. Lain-lain (sebutkan)	10 53 35 22 0	18 96 64 40 0
3.	Bahan atau media pelajaran listening yang adik inginkan? (jawaban boleh lebih dari satu)	a. Otentik (misalnya rekaman berita dari televisi, film, radio atau internet) b. Tidak otentik (misalnya kaset rekaman yang dibuat untuk pelajaran listening) c. Lain-lain (sebutkan)	55 3 0	100 5,5 0
4.	Topik yang Adik inginkan dalam pelajaran listening adalah: (jawaban boleh lebih dari satu)	a. Topik yang berhubungan dengan kehidupan sehari-hari di lingkungan sekolah maupun rumah. b. Topik yang berhubungan dengan remaja.	37 32	67 58

		c. Topik yang berhubungan dengan lingkungan, seperti global warming, bencana alam, dll.	41	75
		d. Topik yang berhubungan dengan sains / ilmu pengetahuan dan teknologi.	39	70
		e. Topik yang berhubungan dengan budaya.	43	78
		f. Lain-lain (sebutkan)		
5.	Tugas-tugas apa saja yang adik inginkan untuk kegiatan pelajaran listening? (jawaban boleh lebih dari satu)	a. Mendengarkan dan memahami makna kata	49	89
		b. Mendengarkan dan memahami topik rekaman yang didengarkan	29	52
		c. Mendengarkan dan memahami informasi tertentu dari rekaman yang didengar	38	69
		d. Mendengarkan dan memahami tujuan atau fungsi dari rekaman yang didengarkan	13	24
		e. Lain-lain (sebutkan)	0	0
6.	Kegiatan apa saja yang adik inginkan untuk kegiatan <i>pre-listening</i> (sebelum mendengarkan rekaman)? (jawaban boleh lebih dari satu)	a. Berdiskusi mengenai bahan atau media pelajaran listening sebelum menjawab pertanyaan	32	58
		b. Menjodohkan kata dengan makna kata	28	50
		c. Menjodohkan kata dengan sinonim/anonimnya	31	56
		d. Membahas kata-kata yang sulit	37	67
		e. Lain-lain (sebutkan)	0	0
7.	Kegiatan apa saja yang adik inginkan untuk kegiatan <i>whilst-listening</i> (ketika sedang mendengarkan rekaman)? (jawaban boleh lebih dari satu)	a. Membuat catatan yang berhubungan dengan rekaman untuk memudahkan dalam menjawab pertanyaan (<i>note-taking</i>)	33	60
		b. Mengisi bagian-bagian tertentu (<i>filling gaps</i>) dari rekaman yang didengarkan	47	85
		c. Menjawab pertanyaan yang berupa <i>True/False</i> questions (benar/salah)	44	80
		d. Menjawab pertanyaan yang berupa <i>Wh-questions</i> (apa, mengapa, dimana, siapa,	40	72

		bagaimana)		
		e. Mencari sinonim atau antonim dari kata-kata yang ada di rekaman.	49	89
		f. Lain-lain (sebutkan)	0	0
8.	Kegiatan apa saja yang adik inginkan untuk kegiatan <i>post-listening</i> (setelah mendengarkan rekaman)? (jawaban boleh lebih dari satu)	a. Melaksanakan <i>individual-project</i> (tugas individu) dengan melihat video dan mencatat informasi yang didengar	27	49
		b. Melaksanakan <i>group-project</i> (tugas kelompok) dengan melihat video dan mencatat informasi yang didengar	34	62
		c. Lain-lain (sebutkan)	0	0
9.	Pada saat adik diminta mengerjakan tugas pelajaran listening, adik lebih suka jika guru: (jawaban boleh lebih dari satu)	a. Menjelaskan langkah-langkah yang harus dilakukan	39	70
		b. Memberitahukan tujuan dari kegiatan tersebut	11	20
		c. Memberi contoh bagaimana tugas tersebut dikerjakan	53	96
		d. Lain-lain (sebutkan)	0	0
10.	Pada saat pelajaran listening, adik lebih suka menjadi: (jawaban boleh lebih dari satu)	a. Pendengar	37	67
		b. Partisipan (peserta diskusi dalam membahas rekaman yang didengar)	28	50
		c. Lain-lain (sebutkan)	0	0
11.	Pada saat pelajaran listening, adik ingin mengerjakan tugas dengan cara: (jawaban boleh lebih dari satu)	a. Kerja kelompok	31	56
		b. Kerja berpasangan	44	80
		c. Kerja individu	26	47
12.	Kesulitan apa yang adik hadapi saat mengerjakan tugas-tugas pelajaran listening? (jawaban boleh lebih dari satu)	a. Memahami isi rekaman bahan atau media pelajaran listening	47	85
		b. Menjawab pertanyaan yang berhubungan dengan <i>Wh-questions</i> (apa, mengapa, dimana, siapa, bagaimana)	28	50
		c. Menjawab pertanyaan yang berhubungan dengan <i>True/False questions</i> (benar/salah)	27	49
		d. Memahami kata-kata dalam bahan atau media	49	89

		pelajaran listening		
		e. Memahami ungkapan dalam bahan atau media pelajaran listening.	32	58
		f. Kesulitan memahami <i>grammar</i> yang digunakan	21	38
		g. Lain-lain (sebutkan)	0	0
13.	Jika mengalami kesulitan saat mengerjakan tugas-tugas listening, adik ingin guru adik: (jawaban boleh lebih dari satu)	a. Menjelaskan kembali struktur kalimat yang pernah dipelajari	14	25
		b. Menjelaskan kembali struktur teks yang pernah dipelajari	12	22
		c. Memutar kembali rekaman dan memberikan latihan-latihan yang berhubungan dengan teks yang pernah dipelajari	52	94
		d. Mengadakan diskusi dengan siswa mengenai kesulitan yang dihadapi	27	49
		e. Lain-lain (sebutkan)	0	0

--Terima Kasih--

APPENDIX B

- **Course Grid**

The Course Grid of Listening Tasks for the Grade XI Students of SMAN 5 Yogyakarta

Topic	Name of Lesson Unit	Genre	Aspects of Task						Key Vocabulary
			Goals	Input	Activities	Student roles	Teacher roles	Setting	
Nature	Save The Earth	Report	a. Students are able to find the main idea. b. Students are able to identify the main idea, listening for gist (skimming), and listening for specific information (scanning).	<ul style="list-style-type: none"> ▪ Short film without monolog ▪ Short film about Global Warming ▪ Related pictures 	A. Pre-listening <ul style="list-style-type: none"> ▪ Watching warming up movie. ▪ Answering questions related to topic. ▪ Vocabulary matching. B. While-listening <ul style="list-style-type: none"> ▪ Watching a movie. ▪ Choosing true/false statements. ▪ Filling in the gaps. ▪ Matching certain words to their synonym. C. Post-listening <ul style="list-style-type: none"> ▪ Steps to reduce impact of global warming. 	<ul style="list-style-type: none"> ▪ Participant ▪ Performer 	<ul style="list-style-type: none"> ▪ Observer ▪ Facilitator 	<ul style="list-style-type: none"> ▪ Individual ▪ Pair ▪ Group 	<ul style="list-style-type: none"> ▪ Global Warming ▪ Disaster
Nature	The Ocean	Report	a. Students are able to find the main idea. b. Students are able to identify the main idea, listening for gist (skimming), and listening for	<ul style="list-style-type: none"> ▪ Short film about the ocean. ▪ Related pictures 	A. Pre-listening <ul style="list-style-type: none"> ▪ Answering questions related to topic. ▪ Vocabulary matching. B. While-listening <ul style="list-style-type: none"> ▪ Watching a movie. ▪ Choosing true/false statements. 	<ul style="list-style-type: none"> ▪ Participant ▪ Performer 	<ul style="list-style-type: none"> ▪ Observer ▪ Facilitator 	<ul style="list-style-type: none"> ▪ Individual ▪ Pair ▪ Group 	<ul style="list-style-type: none"> ▪ Earth ▪ Ocean

			specific information (scanning).		<ul style="list-style-type: none"> ▪ Filling in the gaps. ▪ Matching certain words to their synonym. ▪ Answering related questions. <p>C. Post-listening</p> <ul style="list-style-type: none"> ▪ Steps to reduce impact of global warming. 				
Culture (festivals)	Happy Halloween	Narrative	<p>a. Students are able to find the main idea.</p> <p>b. Students are able to identify the main idea, listening for gist (skimming), and listening for specific information (scanning).</p>	<ul style="list-style-type: none"> ▪ Short fictional film about Halloween ▪ Related pictures 	<p>A. Pre-listening</p> <ul style="list-style-type: none"> ▪ Answering questions related to topic. ▪ Vocabulary matching. <p>B. While-listening</p> <ul style="list-style-type: none"> ▪ Watching a movie. ▪ Choosing true/false statements. ▪ Filling in the gaps. ▪ Matching certain words to their synonym. ▪ Answering related questions. <p>C. Post-listening</p> <ul style="list-style-type: none"> ▪ Discuss a specific ocean on earth. 	<ul style="list-style-type: none"> ▪ Participant ▪ Performer 	<ul style="list-style-type: none"> ▪ Observer ▪ Facilitator 	<ul style="list-style-type: none"> ▪ Individual ▪ Pair ▪ Group 	<ul style="list-style-type: none"> ▪ Festival ▪ Halloween

APPENDIX C

- . The First Draft of listening Tasks
- . The Final Draft of Listening Tasks

1

Save the Earth



GET READY

TASK 1

A short movie about earth will be played. Watch it carefully to find the answer of the questions below. The following questions are related to the topic that will be discussed in this unit. Do it in individually.

1. Which of these natural disasters are found in the video? Put a check () on the correct answer.
 - a. hurricane
 - b. drought
 - c. flood
 - d. high temperature
 - e. low temperature
 - f. snowstorm
 - g. sandstorm
2. Which one/ones of them are happened in your area?
3. Answer these questions.
 - a. Is the earth getting warmer than before?
 - b. Are there any signs of it?



TASK 2

Before watching the documentary movie, match the words on the left side with the correct definitions on the right side. Do it individually. (You may use your dictionary to help you).

A

1. temperature
2. global warming
3. greenhouse gases
4. climate
5. fuel
6. atmosphere
7. extinct
8. intensify
9. greenhouse effect

B

- a. to become or make something become stronger
- b. no longer in existence
- c. the rising of earth's temperature caused by greenhouse gases
- d. the mixture of gases that surround the earth
- e. gases that cause the earth's temperature to rise
- f. the regular patterns of weather conditions
- g. measurement in degrees of how hot or cold something is
- h. the increase in earth's temperature
- i. any material burned to produce heat or power

WATCH AND LISTEN TO

TASK 3

Watch and listen to the video carefully, guess whether these sentences are true (T) or false (F). Work in pairs.

1. Earth's climate is fluctuated for 1.5 million of years.
2. Human activity drives the Earth's temperature up.
3. The warmest year in the century was 2002.
4. The extent of Arctic Sea has declined about 10%.
5. The Earth's temperature will increase about 2-10 ° Fahrenheit.
6. The effect of global warming can't be reduced.



T / F
T / F
T / F
T / F
T / F
T / F

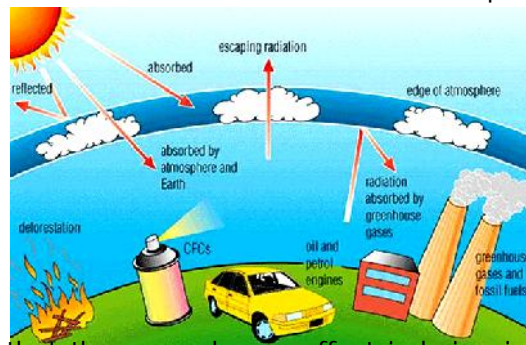
TASK 4

You will watch a video about global warming. Watch and listen to the video carefully while filling in the gaps individually. Then, check your answers with your partner.

GLOBAL WARMING

THE PROCESS OF GLOBAL WARMING

For 2.5 million years the earth's climate is fluctuated, cycling from ice ages to warmer periods. But in the last century the planet's temperature has risen unusually fast about to ° Fahrenheit. Scientists believe it's that's driving the temperatures up. A process known as Ever since the industrial revolution began burning, and eventually had burned fossil fuels such as and coal, releasing huge amount of and other into the atmosphere. These trap near the Earth through a naturally occurring process called the greenhouse effect begins that radiates to the absorbed rest is radiated back gases in the energy and reflect it Scientists now believe that the greenhouse effect is being intensified by the extra greenhouse that have released.



THE IMPACTS OF GLOBAL WARMING

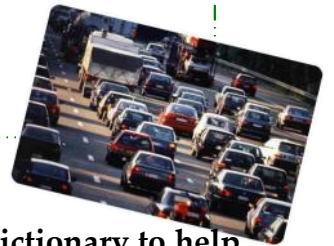
Evidence for global warming includes a recent string of very years. Scientists record that was the year in measured history with coming in second. Meanwhile, readings taken from ice core show that greenhouse gases and have hit their highest levels in the past 470,000 years.



Arctic Sea ice is also shrinking. According to, the extent of Arctic Sea ice has declined about percent in the last years. As long as industrialized nations consume and developing countries increase their share of consumptions, the concentration of green house gases in the atmosphere will continue to rise. Researchers predict that temperature will increase about to ° Fahrenheit by the end of the century. What's the lesson in this is what rising temperatures mean for the planet? Some climate models predict subtle changes. Others forecast rising which could flood coastal areas around the world. Weather's patterns could change making more frequent. Severe drought could become more common in areas and species unable to to the changing conditions would face extinction.

SUGGESTIONS ON HOW TO REDUCE THE IMPACTS OF GLOBAL WARMING

Although much remains to be learnt about global warming, many organizations obligate cutting green house gas emission to the impact of People can help by around the house, switching the of light bulbs and driving fewer miles in the each week.



TASK 5

Synonym Match: Match the following words to their synonyms. Use the dictionary to help you. Share the answers with your partner.

- a. fluctuate
- b. trap
- c. release
- d. intensify
- e. shrink
- f. extent
- g. decline
- h. severe
- i. impact

- block
- area
- dangerous
- increase
- change
- drop
- effect
- free
- get smaller

TASK 6

Watch the video again. In group of three, choose three impacts of global warming from the video and then make some suggestions to solve them.

NOTE : Make three suggestions for each effect.

No	The effects of global warming	The suggestions
1.	The floods happen more frequently.	<ul style="list-style-type: none"> a. Plant trees b. c.



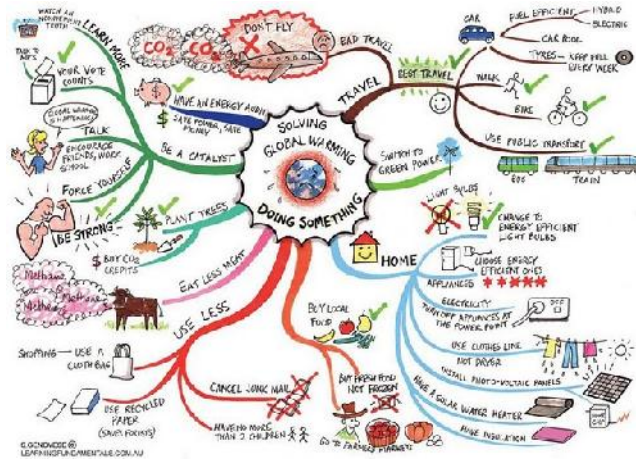
WHAT YOU SHOULD DO

TASK 7

There are many ways that can be done to reduce the impacts of global warming. With your partner(s), discuss which ways that you both can possibly do.



- use public transport
- save energy
- use energy efficient light bulbs (or other electronic appliances)
- plant more tree
- minimize the use of plastic
- eat less meat
- recycle
- donate money to organizations on global warming



YOUR PROJECT

TASK 8

In group of three, discover one global warming case found in your environment. Then, find the solutions to reduce the effect of the problem. Read the guideline below to do the project correctly.

THE STEPS

- Choose one global warming cases in your environment. For example:, the increasing air pollution caused by motorcycle, the increasing weather, etc.
- Find some documentary movies/videos about the case from the internet (e.g. from www.youtube.com).
- Find some solutions for the case based on your group's ideas and from the videos.
- Share the information you've gathered and then present it in the class
- Choose the best case findings and the solutions.



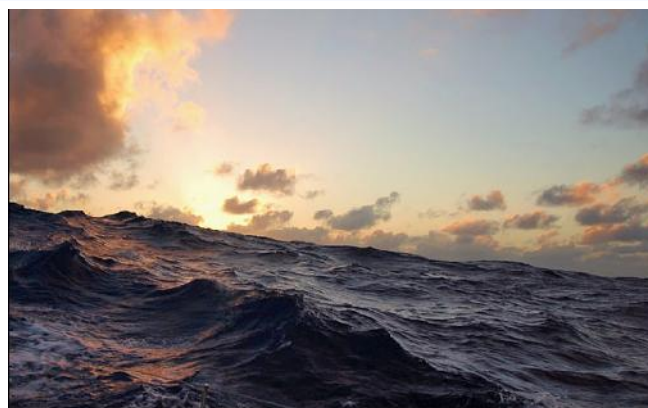
The Ocean

2

GET READY

TASK 1

1. Look at the picture and discuss the answer for the questions below.
 - a. What is shown in the picture?
 - b. Can you mention them?
2. Have you ever been sailed on the sea?
3. How much do you know about it? Do you know how it is formed?



TASK 2

Before watching the documentary movie, match the words on the left side with the correct definitions on the right side. Do it individually. (You may use your dictionary to help you).

A

1. ocean
2. solar system
3. coast
4. climate
5. destiny
6. inferno
7. ingredients
8. volcano
9. comet
10. spacecraft



B

- a. any of the things of which something is made
- b. the regular patterns of weather conditions
- c. mountain with an opening through which hot melted rock, gas, etc are forced out
- d. bright object, like a star with a long tail, that moves round the sun
- e. one of the very large areas of sea on the earth's surface
- f. land beside or near to the sea
- g. what happens to somebody or something
- h. the sun and all the planets which move around it
- i. vehicle for traveling in space
- j. large dangerous fire



WATCH AND LISTEN TO

TASK 3

Watch and listen to the video carefully, guess whether these sentences are true (T) or false (F). Work in pairs.

1. 1/4 of earth is covered by land.
2. Earth is called as yellow planet.
3. The oceans have been here for 8 million years.
4. All of the ocean water comes from the earth itself.
5. Comet is only made of rock.



T / F

T / F

T / F

T / F

T / F

TASK 4

You will watch a video about global warming. Watch and listen to the video carefully while filling in the gaps individually. Then, check your answers with your partner.

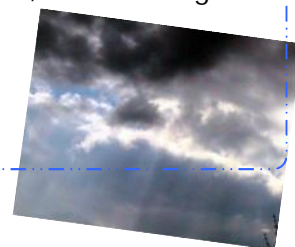
EARTH'S OCEAN

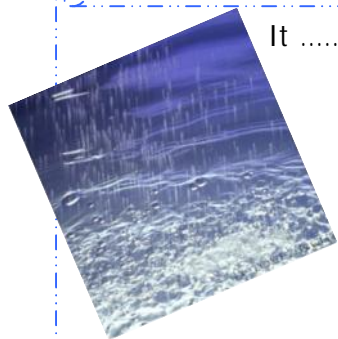


..... quarters of earth is covered on water. It's why it's called the But imagine earth without its ocean and instead with all the water in the world gathered together in a bowl. There's not that much really, but this water is what makes the earth different from any other in our



The have been here for almost billion years carving the line, driving the, and controlling the destiny of itself. But four and a half billion years ago when our planet was born, It was just a bowl in inferno. There is no place for any liquid at all. Yet the ingredients needed to create water are there, locked away deep inside the earth when the planet formed. As the forceful erupted, one of the gases that blow down is steamed and as the planet cooled it forms





It for thousand of years. As the forceful form, they begin to fill up the lower land areas on our young planet possibly creating the vast oceans.

But it's reckon that even this relentless don't pour; only deliver their own half the water that makes up our ocean today. The rest comes from This is a comet filmed in 2005. It's about 4 miles across, like all it is made of and in the form of

To discover just how much comets contain, scientists deliberately crash the space craft straight into it. After the blown into the surface, pour 250 thousand tons of water burst into In earth's form of years, it was hit by of comets like this. By the time of bombardment finished, it's thought they deliver up to the water in our



TASK 5

Synonym Match: Match the following words to their synonyms. Use the dictionary to help you. Share the answers with your partner.

- a. carve
- b. coast.
- c. liquid
- d. ingredient.
- e. vast
- f. reckon.
- g. burst.



- think
- component
- explode
- beach
- shape
- fluid
- huge

TASK 6

Watch the video and answer the questions below in pairs.


1. How many oceans are there on Earth?
2. How many percent is the composition of ocean water on earth?
3. How do we call earth? Why?
4. What makes the Earth different from any other planet in the solar system?
5. How many years the oceans have been here?
6. What are the functions of ocean mentioned in the video?
7. Where does the water from the ocean come from?



WHAT YOU SHOULD DO

TASK 7

In pairs, discuss the main idea of the video.

What is the main idea? 	What is the detailed explanation of the main idea? a. The oceans have been here for 4 billion years. b. c.
---	---

TASK 8

There are many well-known oceans on Earth. Can you mention them? Do you know their exact location? Do it in groups of three.

No.	Earth's ocean	Location
1.	Indian Ocean	a.
2.		

YOUR PROJECT

TASK 9

In groups of three, discuss more about one of the ocean you've mentioned in Task 8. Read the guideline below to do the project correctly.



THE STEPS

- Choose one Earth's ocean to discuss. Give explanation about it.
- Each group has to choose different ocean.
- Find some documentary movies/videos about that particular ocean from the internet (e.g. from www.youtube.com).
- Share the information you've gathered and then present it in the class.



3

Happy Halloween



GET READY

TASK 1

Answer the following questions related to the topic that will be discussed in this unit. Do it in pairs.

1. Are you used to listen to a bedtime story before you slept?
2. What stories do you still remember?
3. What are they about?
4. Did the stories teach you something?

TASK 2

Before watching the movie, match the words on the left side with the correct definitions on the right side. Do it individually. (You may use your dictionary to help you).

A

1. Halloween
2. idyllic
3. patch
4. drag
5. rescue
6. kin
7. fade
8. abductor
9. flame
10. demented
11. spring
12. glimmer
13. humiliation
14. mangle

B

- a. move suddenly
- b. cut or twist something so that it is badly damaged
- c. the feeling of ashamed or foolish
- d. family
- e. hot bright stream of burning gas coming from something on fire
- f. kidnapper
- g. pull something with effort and difficulty
- h. peaceful and beautiful
- i. save something away from dangerous situation
- j. mad
- k. an annual holiday celebrated on October 31
- l. shine with a weak light
- m. area of land for growing vegetable
- n. disappear gradually



WATCH AND LISTEN TO

TASK 3

Watch and listen to the video carefully, guess whether these sentences are true (T) or false (F). Work in pairs.

1. The beginning life of the pumpkin was miserable.
2. The pumpkin was taken to make a soup.
3. The pumpkin was cut for a Halloween prop.
4. The pumpkin was used to live in a patch.
5. When the party's over, it was thrown away.



T / F

T / F

T / F

T / F

T / F

TASK 4

Do you know Halloween festival? What is it about? You will watch a movie related to Halloween festival. Watch and listen to the movie carefully while filling in the gaps. In pairs, complete your answer to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning?

The Life and Death of a Pumpkin

I'm a pumpkin. Hello! In the beginning, my life was idyllic. Day's spent with my in the patch. The sunlight's warming my skin. Idyllic. Until came without warning, cruel dragging me roughly from my dreams into a huge box carried me past my,, my, and my I cried out for but my kin remained silent, they didn't move, perhaps fearing similar fate. My began to fade in the distance and suddenly everything went

When I came to my senses I my abductors set place me on hard grey earth. I was afraid I've just been left to Now I know if I had I would have been The was incredible. I became, nauseated. They cut a giant in my skull and now tearing my inert from my and screwing them before me, like ribbons from a gift. Moments later when nights return, bailing me over and over again.





What made those do what they did that day, I do not know. I began to think they were playing some sort of a mad, especially when they put really a big inside me and sort of waved it around. When the cutting was done I said in not daring to think that the torture might be at it But of course it was not. They lower a stick of hot into my belly. Burning, burning flame. My capturers craved some faces as if it was all some kind of demented Who were these people and why they have done this to me, why, why, why?



A while later, I returned to consciousness and heard someone approaching. A glimmer of sprang at me. Could this be my liberators? Come to me from this hell. No. It was tiny demons who stare at me. I knew then that the reason I've been hacked into this figure was merely for the entertainment for these demons. They perceived some sort of from my capturer for coming to see me. They tormented me, mocked me. My humiliation was and now I sit mangled, deformed, waiting for the of death to arrive. Freedom, freedom, freedom.



TASK 5

Synonym Match: Match the following synonyms. Use the dictionary to help you. Share your answers with your partner.

- a. patch
- b. celebration
- c. idyllic
- d. mad
- e. entertainment

- peaceful
- festival
- leisure
- angry
- piece of land



Do you know?

Halloween is an annual holiday celebrated on October 31. It has roots in the Celtic festival of Samhain and the Christian holy day of All Saints, but is today largely a secular celebration. Halloween activities include trick-or-treating, wearing costumes and attending costume parties, carving jack-o'-lanterns, ghost tours, bonfires, apple bobbing, visiting haunted attractions, pranks, telling scary stories, and watching horror films. (Source: wikipedia.com)

TASK 6

Watch the video and answer the questions below in pairs.

1. How many characters are there in the movie?
2. What is it about?
3. How is the character's life in the beginning of his life?
4. Does he feel happy?
5. What makes his life terrible?
6. How is the end of the story?
7. Do you find it enjoyable?



WHAT YOU SHOULD DO

TASK 7

In pairs, discuss the organization of the story on each paragraph.

No.	What is the main idea?	What is the detailed explanation of the main idea?
1.	My name is Pumpkin	a. ..
2.		b. ..
3.		c. ...

**TASK 8**

There are some fiction stories. Can you find them? Can you mention at least three bedtime stories?

No.	Bedtime Story	What is it about?
1.		
2.		
3.		

YOUR PROJECT

TASK 9

In groups of three, discuss more about one of the bedtime stories you've mentioned in Task 8. Read the guideline below to do the project correctly.

THE STEPS

- Choose one bedtime stories to discuss.
- Each group has to have a different bedtime story.
- Find some movies about that story from the internet (e.g. from www.youtube.com).
- Analyze the characters, storyline, and messages of the story.
- Share the information you've gathered and then present it in the class.



1 Save the Earth



GET READY

TASK 1

Watch the movie and answer the questions below.

1. Which of these natural disasters are found in the movie?
 - a. hurricane
 - b. drought
 - c. flood
 - d. high temperature
 - e. low temperature
 - f. snowstorm
 - g. sandstorm
2. Which ones of them are happened in your area?
3. Answer these questions.
 - a. Is the earth getting warmer than before?
 - b. Are there any signs of it?



TASK 2

Match the words on the left side with the correct definitions on the right side.

A

B

1. temperature
2. global warming
3. greenhouse gases
4. climate
5. fuel
6. atmosphere
7. extinct
8. intensify
9. greenhouse effect

- a. to become or make something become stronger
- b. no longer in existence
- c. the rising of earth's temperature caused by greenhouse gases
- d. the mixture of gases that surround the earth
- e. gases that cause the earth's temperature to rise
- f. the regular patterns of weather conditions
- g. measurement in degrees of how hot or cold something is
- h. the increase in earth's temperature
- i. any material burned to produce heat or power

WATCH AND LISTEN TO

TASK 3

Decide whether these sentences are true (T) or false (F). Work in pairs.

1. Earth's climate is fluctuated for 1.5 million of years.
2. Human activity drives the Earth's temperature up.
3. The warmest year in the century was 2002.
4. The extent of Artic Sea has declined about 10%.
5. The Earth's temperature will increase about 2-10 ° Fahrenheit.
6. The effect of global warming can't be reduced.



T / F
T / F
T / F
T / F
T / F
T / F

TASK 4

Watch and fill the gaps individually.

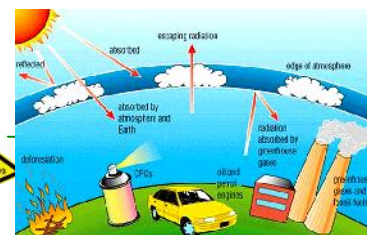
GLOBAL WARMING

THE PROCESS OF GLOBAL WARMING

For 2.5 million years the earth's climate is fluctuated, cycling from ice ages to warmer periods. But in the last century the planet's temperature has risen unusually fast about to ° Fahrenheit. Scientists believe it's that's driving the temperatures up. A process known as Ever since the industrial revolution began batteries,, and eventually had burn false of fuel such as and coal, releasing huge amount of and other into the atmosphere. These trap near the Earth through a naturally occurring process called the The green house effect begins with the and the energy that radiates to the earth. The and the absorbed some of this energy while the rest is radiated back into Naturally occurring gases in the trap some of these energy and reflect it back, warming the earth. Scientists now believe that the green house effect is being intensified by the extra green house that have released.

THE IMPACTS OF GLOBAL WARMING

Evidence for global warming includes a recent string of very years. Scientists record that was the year in measured history with coming in second. Meanwhile, readings taken from ice core show that green house gases and have hit their highest levels in the past 470.000 years.





Arctic Sea ice is also shrinking. According to, the extent of Arctic Sea ice has declined about percent in the last years. As long as industrialized nations consume and developing countries increase their share of consumptions, the concentration of green house gases in the atmosphere will continue to rise. Researchers predict that temperature will increase about

to ° Fahrenheit by the end of the century. What's the lesson in this is what

rising temperatures mean for the planet? Some climate models predict subtle changes. Others forecast rising which could flood coastal areas around the world. Weather's patterns could change making more frequent. Severe drought could become more common in areas and species unable to to the changing conditions would face extinction.

SUGGESTIONS ON HOW TO REDUCE THE IMPACTS OF GLOBAL WARMING

Although much remains to be learnt about global warming, many organizations obligate cutting green house gas emission to the impact of

People can help by around the house, switching the of light bulbs and driving fewer miles in the each week.

These simple changes may help make the Earth cooler in the future.



TASK 5

Synonym Match: Match the following words to their synonyms.

- a. fluctuate
- b. trap
- c. release
- d. intensify
- e. shrink
- f. extent
- g. decline
- h. severe
- i. impact

- block
- area
- dangerous
- increase
- change
- drop
- effect
- free
- get smaller

TASK 6

In a group of three, chooses three impacts of global warming from the video and find the solution.

NOTE : Make three suggestions for each effect.

No	The effects of global warming	The suggestions
1.	The floods happen more frequently.	a. Plant trees b. c.



WHAT YOU SHOULD DO

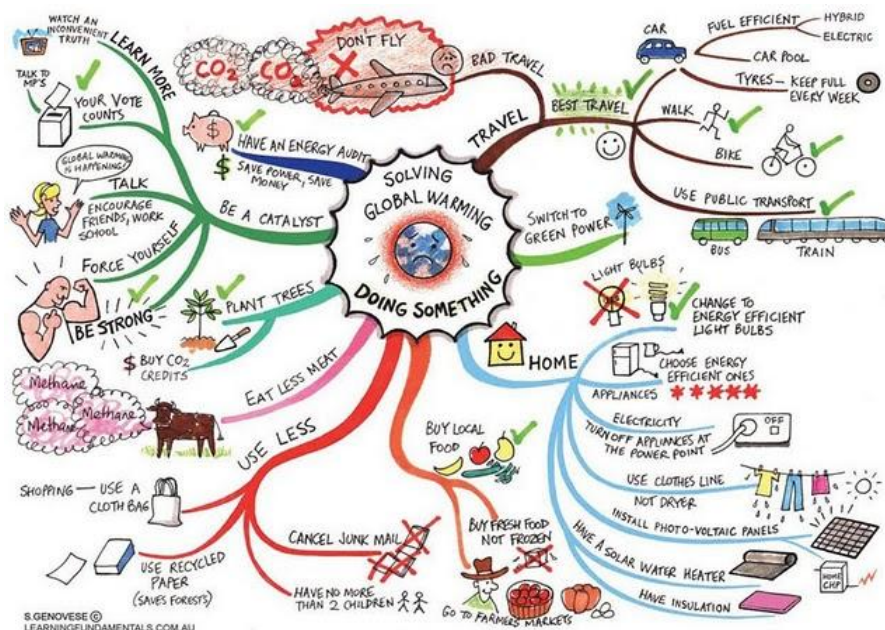
TASK 7

Discuss which ways that you both can possibly do.



- use public transport
- save energy
- use energy efficient light bulbs (or other electronic appliances)
- plant more tree

- minimize the use of plastic
- eat less meat
- recycle
- donate money to organizations on global warming



YOUR PROJECT

TASK 8

In a group of three, discover a global warming case in your environment and find the solutions.

THE STEPS

- Choose one global warming cases in your environment. For example:, the increasing air pollution caused by motorcycle, the increasing weather, etc.
- Find some documentary movies/videos about the case from the internet (e.g. from www.youtube.com).
- Find some solutions for the case based on your group's ideas and from the videos.
- Share the information you've gathered and then present it in the class.
- Choose the best case findings and the solutions.





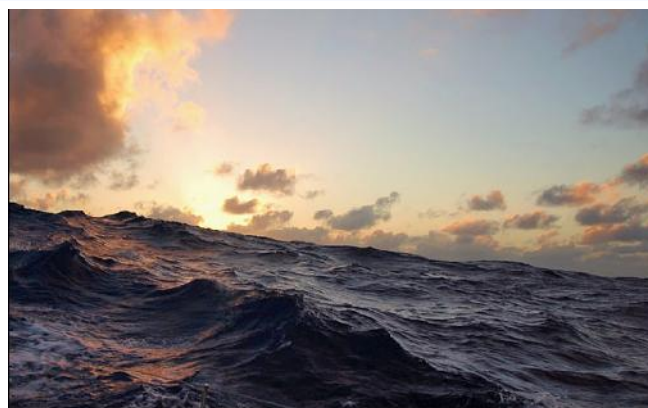
The Ocean

2

GET READY

TASK 1

1. Look at the picture and discuss the answer for the questions below.
 - a. What is shown in the picture?
 - b. Can you mention them?
2. Have you ever been sailed on the sea?
3. How much do you know about it? Do you know how it is formed?



TASK 2

Match the words on the left side with the correct definitions on the right side.

A

1. ocean
2. solar system
3. coast
4. climate
5. destiny
6. inferno
7. ingredients
8. volcano
9. comet
10. spacecraft



B

- a. any of the things of which something is made
- b. the regular patterns of weather conditions
- c. mountain with an opening through which hot melted rock, gas, etc are forced out
- d. bright object, like a star with a long tail, that moves round the sun
- e. one of the very large areas of sea on the earth's surface
- f. land beside or near to the sea
- g. what happens to somebody or something
- h. the sun and all the planets which move around it
- i. vehicle for traveling in space
- j. large dangerous fire



WATCH AND LISTEN TO

TASK 3

Decide whether these sentences are true (T) or false (F). Work in pairs.

1. 1/4 of earth is covered by land.
2. Earth is called as yellow planet.
3. The oceans have been here for 8 million years.
4. All of the ocean water comes from the earth itself.
5. Comet is only made of rock.

T / F

T / F

T / F

T / F

T / F



TASK 4

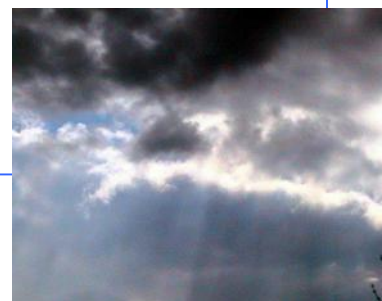
Watch the movie and fill in the gaps individually.

EARTH'S OCEAN



..... quarters of earth is covered on water. It's why it's called the But imagine earth without its ocean and instead with all the water in the world gathered together in a bowl. There's not that much really, but this water is what makes the earth different from any other in our

The have been here for almost billion years carving the line, driving the, and controlling the destiny of itself. But four and a half billion years ago when our planet was born, It was just a bowl in inferno. There is no place for any liquid at all. Yet the ingredients needed to create water are there, locked away deep inside the earth when the planet formed. As the forceful erupted, one of the gases that blow down is steamed and as the planet cooled it forms



It for thousand of years. As the forceful form, they begin to fill up the lower land areas on our young planet possibly creating the vast oceans.



But it's reckon that even this relentless don't pour; only deliver their own half the water that makes up our ocean today. The rest comes from This is a comet filmed in 2005. It's about 4 miles across, like all it is made of and in the form of



To discover just how much comets contain, scientists deliberately crash the space craft straight into it. After the blown into the surface, pour 250 thousand tons of water burst into In earth's form of years, it was hit by of comets like this. By the time of bombardment finished, it's thought they deliver up to the water in our



TASK 5

Synonym Match: Match the following words to their synonyms.

- a. carve
- b. coast.
- c. liquid
- d. ingredient.
- e. vast
- f. reckon.
- g. burst.

- think
- component
- explode
- beach
- shape
- fluid
- huge



TASK 6

Answer the questions below in pairs.

1. How many oceans are there on Earth?
2. How many percent is the composition of ocean water on earth?
3. How do we call earth? Why?
4. What makes the Earth different from any other planet in the solar system?
5. How many years the oceans have been here?
6. What are the functions of ocean mentioned in the video?
7. Where does the water from the ocean come from?



WHAT YOU SHOULD DO

TASK 7

In pairs, discuss the main idea of the video.

What is the main idea?	What is the detailed explanation of the main idea?
	a. The oceans have been here for 4 billion years. b. c.

TASK 8

Discuss one of the oceans on Earth. Do it in groups of three.

No.	Earth's ocean	Location
1.	Indian Ocean	a.
2.		

YOUR PROJECT

TASK 9

In groups of three, discuss more about one of the ocean you've chosen in Task 8.



THE STEPS

- Choose one Earth's ocean to discuss. Give explanation about it.
- Each group has to choose different ocean.
- Find some documentary movies about the ocean from the internet (e.g. from www.youtube.com).
- Share the information you've gathered and then present it in the class.



3

Happy Halloween



GET READY

TASK 1

Answer the following questions.

1. Are you used to listen to a bedtime story before you slept?
2. What stories do you still remember?
3. What are they about?
4. Did the stories teach you something?

TASK 2

Match the words on the left side with the correct definitions on the right side.

A

1. Halloween
2. idyllic
3. patch
4. drag
5. rescue
6. kin
7. fade
8. abductor
9. flame
10. demented
11. spring
12. glimmer
13. humiliation
14. mangle

B

- a. move suddenly
- b. cut or twist something so that it is badly damaged
- c. the feeling of ashamed or foolish
- d. family
- e. hot bright stream of burning gas coming from something on fire
- f. kidnapper
- g. pull something with effort and difficulty
- h. peaceful and beautiful
- i. save something away from dangerous situation
- j. mad
- k. an annual holiday celebrated on October 31
- l. shine with a weak light
- m. area of land for growing vegetable
- n. disappear gradually



WATCH AND LISTEN TO

TASK 3

Decide whether these sentences are true (T) or false (F). Work in pairs.

1. The beginning life of the pumpkin was miserable.
2. The pumpkin was taken to make a soup.
3. The pumpkin was cut for a Halloween prop.
4. The pumpkin was used to live in a patch.
5. When the party's over, it was thrown away.



T / F

T / F

T / F

T / F

T / F

TASK 4

Watch the movie and fill in the gaps.

The Life and Death of a Pumpkin



I'm a pumpkin. Hello! In the beginning, my life was idyllic. Day's spent with my in the patch. The sunlight's warming my skin. Idyllic. Until came without warning, cruel dragging me roughly from my dreams into a huge box carried me past my,, my, and my I cried out for but my kin remained silent, they didn't move, perhaps fearing similar fate. My began to fade in the distance and suddenly everything went

When I came to my senses I my abductors set place me on hard grey earth. I was afraid I've just been left to Now I know if I had I would have been The was incredible. I became, nauseated. They cut a giant

in my skull and now tearing my inert from my and screwing them before me, like ribbons from a gift. Moments later when nights return, bailing me over and over again.





What made those do what they did that day, I do not know. I began to think they were playing some sort of a mad, especially when they put really a big inside me and sort of waved it around. When the cutting was done I said in not daring to think that the torture might be at it But of course it was not. They lower a stick of hot into my belly. Burning, burning flame. My capturers craved some faces as if it was all some kind of demented Who were these people and why they have done this to me, why, why, why?



A while later, I returned to consciousness and heard someone approaching. A glimmer of sprang at me. Could this be my liberators? Come to me from this hell. No. It was tiny demons who stare at me. I knew then that the reason I've been hacked into this figure was merely for the entertainment for these demons. They perceived some sort of from my capturer for coming to see me. They tormented me, mocked me. My humiliation was and now I sit mangled, deformed, waiting for the of death to arrive. Freedom. freedom. freedom.

TASK 5

Synonym Match: Match the following synonyms.

- a. patch
- b. celebration
- c. idyllic
- d. mad
- e. entertainment

- peaceful
- festival
- leisure
- angry
- piece of land



Do you know?

Halloween is an annual holiday celebrated on October 31. It has roots in the Celtic festival of Samhain and the Christian holy day of All Saints, but is today largely a secular celebration. Halloween activities include trick-or-treating, wearing costumes and attending costume parties, carving jack-o'-lanterns, ghost tours, bonfires, apple bobbing, visiting haunted attractions, pranks, telling scary stories, and watching horror films. (Source: wikipedia.com)

TASK 6

Answer the questions below in pairs.

1. How many characters are there in the movie?
2. What is it about?
3. How is the character's life in the beginning of his life?
4. Does he feel happy?
5. What makes his life terrible?
6. How is the end of the story?
7. Do you find it enjoyable?



WHAT YOU SHOULD DO

TASK 7

In pairs, discuss the organization of the story on each paragraph.

No.	What is the main idea?	What is the detailed explanation of the main idea?
1.	My name is Pumpkin	a. ..
2.		b. ..
3.		c. ...

**TASK 8**

There are some fictional stories. Can you mention at least three bedtime stories?

No.	Bedtime Story	What is it about?
1.		
2.		
3.		

YOUR PROJECT

TASK 9

In a group of three, discuss more about one of the bedtime stories you've mentioned in Task 8.

THE STEPS

- Choose one bedtime story to discuss.
- Each group has to have a different bedtime story.
- Find a movie related to the story from the internet (e.g. from www.youtube.com).
- Analyze the characters, storyline, and messages of the story.
- Share the information you've gathered and then present it in the class.



APPENDIX D

- Tasks Evaluation

Questionnaire

- Tasks Evaluation Result

Kuesioner untuk Evaluasi Task

A. Data Responden

Nama :

Kelas/NIS :

Umur :

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda (✓) pada salah satu jawaban yang sesuai dengan pendapat Adik!

Keterangan:

SS : Sangat setuju

S : Setuju

R : Ragu-ragu

TS : Tidak setuju

STS : Sangat tidak setuju

No.	Pernyataan	SS	S	R	TS	STS
1.	Task yang diberikan guru memberi saya kesempatan untuk berlatih keterampilan listening.					
2.	Task yang diberikan guru membantu saya memahami makna dalam bahan atau media pelajaran listening yang digunakan.					
3.	Task yang diberikan guru membantu saya memahami materi mengenai jenis teks yang dipelajari.					
4.	Task yang diberikan guru membuat saya memahami <i>main idea</i> (isi) dari materi yang dipelajari.					
5.	Task yang diberikan guru membantu meningkatkan pengetahuan kosakata bahasa saya.					
6.	Topik materi sesuai dengan minat saya.					
7.	Bahan atau media pelajaran listening yang digunakan sesuai dengan keinginan saya.					
8.	Bahan atau media pelajaran listening yang digunakan otentik (berhubungan atau bisa saya temui dalam keseharian saya.)					
9.	Kegiatan-kegiatan yang dilakukan secara bertahap membantu saya memahami materi yang dipelajari.					
10.	Kegiatan pada awal pelajaran berupa menjawab pertanyaan yang berhubungan dengan materi membantu saya dalam memahami topik listening yang akan dipelajari.					
11.	Kegiatan <i>pre-listening</i> (sebelum					

	mendengarkan bahan atau media pelajaran listening) yaitu berupa pemahaman kosakata memudahkan saya dalam memahami bahan atau media pelajaran listening yang saya dengar.					
12.	Kegiatan <i>main-listening</i> (mendengarkan bahan atau media pelajaran listening) berupa melihat dan mendengarkan video dengan <i>fill in the gaps</i> (mengisi bagian yang kosong) mempermudah saya dalam memahami isi video.					
13.	Kegiatan menjodohkan sinonim dari kata-kata dalam rekaman meningkatkan pengetahuan kosakata saya.					
14.	Kegiatan menentukan pernyataan <i>True/False</i> (benar/salah) membantu saya memahami isi dan karakteristik dari video.					
15.	Kegiatan menjawab pertanyaan yang berkaitan dengan video membantu saya memahami isi dan karakteristik dari video.					
16.	Guru cukup membantu saya dalam memahami bagaimana mengerjakan latihan.					
17.	Guru memberikan penjelasan tentang latihan secara jelas sehingga saya mampu memahaminya.					
18.	Saya dapat mengerjakan latihan yang diberikan.					
19.	Selama mengerjakan latihan, saya tidak mengalami banyak kesulitan.					
20.	Saya dapat berpartisipasi aktif dalam setiap proses pelajaran ketika mengerjakan latihan yang diberikan.					
21.	Pengerjaan latihan secara berpasangan untuk belajar sesuai dengan keinginan saya.					
22.	Pengerjaan latihan secara berkelompok untuk belajar sesuai dengan keinginan saya.					
23.	Instruksi pada setiap latihan soal jelas dan memudahkan saya dalam mengerjakan latihan tersebut.					
24.	Tampilan materi yang dikembangkan menarik.					
25.	Materi yang diberikan membantu saya meningkatkan kemampuan listening skill saya.					

Descriptive Statistics of Students' Responses to Unit 1 Save the Earth

No	Statement	N	X	\bar{x}	Computation	Explanation
1	The developed tasks help the students to practice their listening skills.	40	154	3,85	$3.4 < \bar{x} \leq 4.2$	Good
2	The developed tasks help the students to understand meanings in the texts.	40	153	3,82	$3.4 < \bar{x} \leq 4.2$	Good
3	The developed tasks help the students to understand the materials.	40	149	3,72	$3.4 < \bar{x} \leq 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in the text.	40	146	3,65	$3.4 < \bar{x} \leq 4.2$	Good
5	The developed tasks help the students to understand the main idea.	40	157	3,92	$3.4 < \bar{x} \leq 4.2$	Good
6	The topic of the developed tasks meets students' interest.	40	138	3,45	$3.4 < \bar{x} \leq 4.2$	Good
7	The inputs used are suitable with the students' needs.	40	143	3,57	$3.4 < \bar{x} \leq 4.2$	Good
8	The inputs used are authentic.	40	139	3,47	$3.4 < \bar{x} \leq 4.2$	Good
9	The step-by-step activities help students in understanding the material.	40	159	3,97	$3.4 < \bar{x} \leq 4.2$	Good
10	The warming up activity helps in understanding the material.	40	142	3,55	$3.4 < \bar{x} \leq 4.2$	Good
11	The vocabulary activity helps in understanding the material.	40	151	3,77	$3.4 < \bar{x} \leq 4.2$	Good
12	The filling in the gaps activity help in understanding the text.	40	156	3,90	$3.4 < \bar{x} \leq 4.2$	Good
13	The synonym matching activity helps in improving students' vocabulary.	40	149	3,72	$3.4 < \bar{x} \leq 4.2$	Good

14	The deciding T'/F activity helps in understanding the text.	40	169	4,22	$\bar{x} > 4.2$	Very Good
15	The answering questions activity helps in understanding the text.	40	152	3,80	$3.4 < \bar{x} < 4.2$	Good
16	The role of the teachers in every task is suitable.	40	153	3,82	$3.4 < \bar{x} < 4.2$	Good
17	The teacher gives suitable explanation.	40	149	3,72	$3.4 < \bar{x} < 4.2$	Good
18	The role of the students in every task is suitable.	40	139	3,47	$3.4 < \bar{x} < 4.2$	Good
19	The students can do the tasks well.	40	139	3,47	$3.4 < \bar{x} < 4.2$	Good
20	The students can participate actively.	40	140	3,50	$3.4 < \bar{x} < 4.2$	Good
21	The pairs activity matches students' needs.	40	137	3,42	$3.4 < \bar{x} < 4.2$	Good
22	The group work activity matches students' needs.	40	138	3,45	$3.4 < \bar{x} < 4.2$	Good
23	The instruction of the tasks is clear.	40	152	3,80	$3.4 < \bar{x} < 4.2$	Good
24	The layout of the tasks is interesting.	40	156	3,90	$3.4 < \bar{x} < 4.2$	Good
25	The tasks given improve my listening skills.	40	154	3,85	$3.4 < \bar{x} < 4.2$	Good

Note: The statement in pink = the highest score
The statement in blue = the lowest score

Descriptive Statistics of Students' Responses to Unit 2 The Ocean

No	Statement	N	X	\bar{x}	Computation	Explanation
1	The developed tasks help the students to practice their listening skills.	37	145	3,92	$3.4 < \bar{x} \leq 4.2$	Good
2	The developed tasks help the students to understand meanings in the texts.	37	142	3,83	$3.4 < \bar{x} \leq 4.2$	Good
3	The developed tasks help the students to understand the materials.	37	142	3,83	$3.4 < \bar{x} \leq 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in the text.	37	142	3,83	$3.4 < \bar{x} \leq 4.2$	Good
5	The developed tasks help the students to understand the main idea.	37	143	3,86	$3.4 < \bar{x} \leq 4.2$	Good
6	The topic of the developed tasks meets students' interest.	37	130	3,51	$3.4 < \bar{x} \leq 4.2$	Good
7	The inputs used are suitable with the students' needs.	37	130	3,51	$3.4 < \bar{x} \leq 4.2$	Good
8	The inputs used are authentic.	37	131	3,54	$3.4 < \bar{x} \leq 4.2$	Good
9	The step-by-step activities help students in understanding the material.	37	149	4,02	$3.4 < \bar{x} \leq 4.2$	Good
10	The warming up activity helps in understanding the material.	37	142	3,83	$3.4 < \bar{x} \leq 4.2$	Good
11	The vocabulary activity helps in understanding the material.	37	144	3,89	$3.4 < \bar{x} \leq 4.2$	Good
12	The filling in the gaps activity help in understanding the text.	37	152	4,10	$3.4 < \bar{x} \leq 4.2$	Good
13	The synonym matching activity helps in improving students' vocabulary.	37	148	4,00	$3.4 < \bar{x} \leq 4.2$	Good

14	The deciding T'/F activity helps in understanding the text.	37	142	3,83	$3.4 < \bar{x} < 4.2$	Good
15	The answering questions activity helps in understanding the text.	37	144	3,89	$3.4 < \bar{x} < 4.2$	Good
16	The role of the teachers in every task is suitable.	37	135	3,64	$3.4 < \bar{x} < 4.2$	Good
17	The teacher gives suitable explanation.	37	137	3,70	$3.4 < \bar{x} < 4.2$	Good
18	The role of the students in every task is suitable.	37	132	3,56	$3.4 < \bar{x} < 4.2$	Good
19	The students can do the tasks well.	37	128	3,46	$3.4 < \bar{x} < 4.2$	Good
20	The students can participate actively.	37	132	3,56	$3.4 < \bar{x} < 4.2$	Good
21	The pairs activity matches students' needs.	37	143	3,86	$3.4 < \bar{x} < 4.2$	Good
22	The group work activity matches students' needs.	37	138	3,73	$3.4 < \bar{x} < 4.2$	Good
23	The instruction of the tasks is clear.	37	141	3,81	$3.4 < \bar{x} < 4.2$	Good
24	The layout of the tasks is interesting.	37	128	3,46	$3.4 < \bar{x} < 4.2$	Good
25	The tasks given improve my listening skills.	37	143	3,86	$3.4 < \bar{x} < 4.2$	Good

Note: The statement in pink = the highest score
The statement in blue = the lowest score

Descriptive Statistics of Students' Responses to Unit 3 Happy Halloween

No	Statement	N	X	\bar{x}	Computation	Explanation
1	The developed tasks help the students to practice their listening skills.	33	131	3,97	$3.4 < \bar{x} < 4.2$	Good
2	The developed tasks help the students to understand meanings in the texts.	33	123	3,72	$3.4 < \bar{x} < 4.2$	Good
3	The developed tasks help the students to understand the materials.	33	125	3,78	$3.4 < \bar{x} < 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in the text.	33	132	4,00	$3.4 < \bar{x} < 4.2$	Good
5	The developed tasks help the students to understand the main idea.	33	131	3,96	$3.4 < \bar{x} < 4.2$	Good
6	The topic of the developed tasks meets students' interest.	33	114	3,45	$3.4 < \bar{x} < 4.2$	Good
7	The inputs used are suitable with the students' needs.	33	118	3,57	$3.4 < \bar{x} < 4.2$	Good
8	The inputs used are authentic.	33	120	3,63	$3.4 < \bar{x} < 4.2$	Good
9	The step-by-step activities help students in understanding the material.	33	126	3,82	$3.4 < \bar{x} < 4.2$	Good
10	The warming up activity helps in understanding the material.	33	125	3,78	$3.4 < \bar{x} < 4.2$	Good
11	The vocabulary activity helps in understanding the material.	33	131	3,96	$3.4 < \bar{x} < 4.2$	Good
12	The filling in the gaps activity help in understanding the text.	33	125	3,78	$3.4 < \bar{x} < 4.2$	Good
13	The synonym matching activity helps in improving students' vocabulary.	33	125	3,78	$3.4 < \bar{x} < 4.2$	Good

14	The deciding T'/F activity helps in understanding the text.	33	124	3,75	$3.4 < \bar{x} < 4.2$	Good
15	The answering questions activity helps in understanding the text.	33	128	3,87	$3.4 < \bar{x} < 4.2$	Good
16	The role of the teachers in every task is suitable.	33	120	3,63	$3.4 < \bar{x} < 4.2$	Good
17	The teacher gives suitable explanation.	33	113	3,42	$3.4 < \bar{x} < 4.2$	Good
18	The role of the students in every task is suitable.	33	123	3,72	$3.4 < \bar{x} < 4.2$	Good
19	The students can do the tasks well.	33	122	3,69	$3.4 < \bar{x} < 4.2$	Good
20	The students can participate actively.	33	127	3,84	$3.4 < \bar{x} < 4.2$	Good
21	The pairs activity matches students' needs.	33	119	3,60	$3.4 < \bar{x} < 4.2$	Good
22	The group work activity matches students' needs.	33	120	3,63	$3.4 < \bar{x} < 4.2$	Good
23	The instruction of the tasks is clear.	33	129	3,90	$3.4 < \bar{x} < 4.2$	Good
24	The layout of the tasks is interesting.	33	140	4,24	$\bar{x} > 4.2$	Very Good
25	The tasks given improve my listening skills.	33	132	4,00	$3.4 < \bar{x} < 4.2$	Good

Note: The statement in pink = the highest score
The statement in blue = the lowest score

APPENDIX E

- Lesson Plan

LESSON PLAN

School	: SMAN 5 Yogyakarta
Subject	: English
Skill	: Listening
Grade/Semester	: XI / 2
Meeting	: 1
Skill	: Listening
Theme	: Save the Earth
Time Allocation	: 2 x 40 Minutes

Standard of Competence

Listening

8. Understanding meanings in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

Basic Competence

- 8.2. To understand the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

Indicators:

Students are able to:

1. Identifying the structure of hortatory exposition texts.
2. Identifying the meaning of the vocabulary in hortatory exposition texts.
3. Producing hortatory exposition texts.

Objectives:

By the end of the lesson, the students are expected to be able to:

1. The students are able to identify the structure of hortatory exposition texts.
2. The students are able to understand the meaning of the words in hortatory exposition texts.
3. The students are able to present simple hortatory exposition texts orally.

Learning Materials

Hortatory Exposition Texts

Teaching Method

PPP (Presentation, Practice, Production)

Teaching Activity

A. Opening

- The teacher greets the students and checks the attendance list.
- The teacher leads the students to the topic of the lesson.

- The teacher asks the students to brainstorm the vocabulary that will be used in Unit 1.

B. Main Activity**1. Presentation**

- The teacher asks the students to watch the movie and to do Task 4.
- The teacher asks the students to do synonym matching.
- The teacher asks the students to do task 5-8

C. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

Yogyakarta, May 2010.

Teacher

Researcher

Muh. Junaidi Syakir
NIP. 19620118 199003 1 007

Desy Indriana
NIM 05202241047

School	: SMAN 5 Yogyakarta
Subject	: English
Skill	: Listening
Grade/Semester	: XI/ 2
Meeting	: 1
Skill	: Listening
Theme	: The Ocean
Time Allocation	: 2 x 40 Minutes

Standard of Competence

Listening

8. Understanding meanings in short functional texts and simple essays in the form of narrative, spoof, and **report** in the daily life context.

Basic Competence

- 8.2. To understand the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of report text.

Indicators:

Students are able to:

1. Identifying the structure of report texts.
2. Identifying the meaning of the vocabulary in report texts.
3. Producing report texts.

Objectives:

By the end of the lesson, the students are expected to be able to:

1. The students are able to identify the structure of report texts.
2. The students are able to understand the meaning of the words in report texts.
3. The students are able to present simple report texts orally.

Learning Materials

Report Texts

Teaching Method

PPP (Presentation, Practice, Production)

Teaching Activity

A. Opening

- The teacher greets the students and checks the attendance list.
- The teacher leads the students to the topic of the lesson.
- The teacher asks the students to brainstorm the vocabulary that will be used in Unit 2.

B. Main Activity

- Presentation

- The teacher asks the students to watch the movie and to do the tasks.
- The teacher asks the students to do synonym matching.
- The teacher asks the students to do the other tasks

C. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

Yogyakarta, May 2010.

Teacher

Researcher

Muh. Junaidi Syakir
NIP. 19620118 199003 1 007

Desy Indriana
NIM 05202241047

School	: SMAN 5 Yogyakarta
Subject	: English
Skill	: Listening
Grade/Semester	: XI/ 2
Meeting	: 1
Skill	: Listening
Theme	: Happy Halloween
Time Allocation	: 2 x 40 Minutes

Standard of Competence

Listening

8. Understanding meanings in short functional texts and simple essays in the form of **narrative**, spoof, and hortatory exposition in the daily life context.

Basic Competence

- 8.2. To understand the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of narrative text.

Indicators:

Students are able to:

1. Identifying the structure of narrative texts.
2. Identifying the meaning of the vocabulary in narrative texts.
3. Producing narrative texts.

Objectives:

By the end of the lesson, the students are expected to be able to:

1. The students are able to identify the structure of narrative texts.
2. The students are able to understand the meaning of the words in narrative texts.
3. The students are able to present simple narrative texts orally.

I. Learning Materials

Narrative Texts

Teaching Method

PPP (Presentation, Practice, Production)

Teaching Activity

A. Opening

- The teacher greets the students and checks the attendance list.
- The teacher leads the students to the topic of the lesson.
- The teacher asks the students to brainstorm the vocabulary that will be used in Unit 1.

B. Main Activity

- The teacher asks the students to watch the movie and to do the tasks.
- The teacher asks the students to do synonym matching.
- The teacher asks the students to do the other tasks.

C. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

Yogyakarta, May 2010.

Teacher

Researcher

Muh. Junaidi Syakir
NIP. 19620118 199003 1 007

Desy Indriana
NIM 05202241047

APPENDIX F

. Field Notes

1. Field Note of the Implementation of Unit 1

The implementation of unit 1 was conducted in class X1 Science 1 on Wednesday, 19 May 2010 2011. It was conducted from 09.05 a.m. up to 10.25 a.m. in language laboratory. In this section, the researcher took role as the teacher who delivered her own developed movie-based tasks.

When the researcher came into the class, the students were ready for the teaching learning process. They had prepared their English books. The teacher started the lesson by greeting the students, introducing herself and explaining her purposes of teaching the class. She had a little chit-chat with the students in order to make the atmosphere of the class relax. Then, she began giving questions related to the topic followed by distributing the handout of Unit 1. The students answered the questions and read the handout curiously.

Next, the teacher directed the students to the warm-up stage in the first page of the handout. At this stage, the researcher played a short monolog-less movie. The students given some questions related to the video.

The next activity was the Watch and Listen To stage. The students accomplished all the tasks well. They watched the movie three times. Then, they completed tasks 3,4, and 5. There was no crucial problem related to the tasks in this stage.

The last task in the What You Should Do and Your Project stage the students mostly had to do them in group. They could accomplish the task even though they needed more time than the researcher's estimation.

At last, the teacher and the students summarized the lesson they had that day. She also gave chance for the students to ask questions related to the lesson. And then, she closed the lesson by saying goodbye.

2. Field Note of the Implementation of Unit 2

The implementation of unit 2 was conducted in class X1 Science 3 on Wednesday, 19 May 2010 2011. It was conducted from 10.40 a.m. up to 12.00 a.m. in language laboratory. In this section, the researcher took role as the teacher who delivered her own developed movie-based tasks.

When the researcher came into the class, the students were ready for the teaching learning process. They had prepared their English books. The teacher started the lesson by greeting the students, introducing herself and explaining her purposes of teaching the class. She had a little chit-chat with the students in order to make the atmosphere of the class relax. Then, she began giving questions related to the topic followed by distributing the handout of Unit 2. The students answered the questions and read the handout curiously.

Next, the teacher directed the students to the warm-up stage in the first page of the handout. At this stage, the researcher invited the students to do the first task by observing a picture and answer related questions.

The next activity was the Watch and Listen To stage. The students accomplished all the tasks well. They watched the movie three times. Then, they completed tasks 3,4, and 5. There was no crucial problem related to the tasks in this stage.

The last task in the What You Should Do and Your Project stage the students mostly had to do them in group. They could accomplish the task even though they needed more time than the researcher's estimation.

At last, the teacher and the students summarized the lesson they had that day. She also gave chance for the students to ask questions related to the lesson. And then, she closed the lesson by saying goodbye.

3. Field Note of the Implementation of Unit 3

The implementation of unit 3 was conducted in class X1 Social 3 on Thursday, 20 May 2010 2011. It was conducted from 09.05 a.m. up to 10.25 a.m. in language laboratory. In this section, the researcher took role as the teacher who delivered her own developed movie-based tasks.

When the researcher came into the class, the students were ready for the teaching learning process. They had prepared their English books. The teacher started the lesson by greeting the students, introducing herself and explaining her purposes of teaching the class. She had a little chit-chat with the students in order to make the atmosphere of the class relax. Then, she began giving questions related to the topic followed by distributing the handout of Unit 1. The students answered the questions and read the handout curiously.

Next, the teacher directed the students to the warm-up stage in the first page of the handout. At this stage, the researcher gave some questions to the students to guide them to the tasks topic.

The next activity was the Watch and Listen To stage. The students accomplished all the tasks well. They watched the movie three times. Then, they completed tasks 3,4, and 5. There was no crucial problem related to the tasks in this stage.

The last task in the What You Should Do and Your Project stage the students mostly had to do them in group. They could accomplish the task even though they needed more time than the researcher's estimation.

At last, the teacher and the students summarized the lesson they had that day. She also gave chance for the students to ask questions related to the lesson. And then, she closed the lesson by saying goodbye.

APPENDIX G

- Research Permission Letter



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/0706

1789/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 421/H.34.12/PP/III/2010 Tanggal : 18/03/2010

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 33 Tahun 2008 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Dijijinkan Kepada : Nama : DESY INDRIANA NO MHS / NIM : 05202241047
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Bambang Sugeng, Ph. D
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING MOVIE-BASED TASKS IN TEACHING LISTENING SKILLS FOR GRADE XI STUDENTS OF SMA N 5 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta
Waktu : 19/03/2010 Sampai 19/06/2010
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

DESY INDRIANA

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA Negeri 5 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.

Dikeluarkan di : Yogyakarta
pada Tanggal : 19-3-2010

An. Kepala Dinas Perizinan
Sekretaris

Drs. HARDONO
NIP. 195804101985031013

